

DRAFT

**UNITED STATES
DEPARTMENT OF EDUCATION**

No Child Left Behind

(P. L. 107 – 110)

Virginia's Consolidated State Application

1. Legal Name of Applicant Agency (State Educational Agency): Virginia Department of Education	2. Employer Identification Number (EIN): 54-6001771
3. Applicant Address (include zip): P.O. Box 2120 Richmond, VA 23218-2120	4. Contact Person Name: Dr. Jo Lynne DeMary Position: Superintendent of Public Instruction Telephone: (804) 225-2023 Fax: (804) 371-2099
5. To the best of my knowledge and belief, all data in this application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.	
a. Typed Name and Title of Authorized Representative: Mark C. Christie, President Virginia Board of Education	b. Telephone. No. (804) 698-1513
c. Signature of Authorized Representative:	d. Date

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Introduction

The Virginia Board of Education (the Board) is submitting a consolidated application for the five-year period beginning July 1, 2002, and ending June 30, 2007. The application is for programs funded under Public Law 107-110, the No Child Left Behind Act of 2001. The programs included in this consolidated application are:

- Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part B, Subpart 3 - William J. Goodling Even Start Family Literacy Programs
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title I, Part F - Comprehensive School Reform
- Title II, Part A - Teacher and Principal Training and Recruiting Fund
- Title II, Part D - Enhancing Education Through Technology
- Title III, Part A - English Language Acquisition, Language Enhancement and Academic Achievement
- Title IV, Part A - Safe and Drug-Free Schools and Communities
- Title IV, Part B - 21st Century Community Learning Centers
- Title V, Part A - Innovative Programs
- Title VI, Part B, Subpart 2 - Rural and Low-Income School Program

As a part of this application, the Board requests to consolidate the administrative funds of any program under this Act for which funds are authorized to be used for administration and such other programs as the Secretary may designate. Virginia plans to use the transferability provision in accordance with the requirements of section 6123. Transferability will not impede the implementation of activities described in Appendix C, Part I and Part II for the five eligible programs.

This document responds to the requirement of a consolidated application as outlined in the Federal Register / Vol. 67, No. 44 / March 6, 2002. In response to the requirements outlined in Appendix A and for the purposes of FY 2002 funding, the Board accepts the opportunity to submit a statement that it (a) has adopted the minimum core ESEA goals and performance indicators that the U.S. Department of Education (USED) has established, and (b) agrees to adopt its own performance targets consistent with the requirements of the Act for these indicators for inclusion in the following year's consolidated application.

The requirements of Appendix B – a description of the key activities and initiatives the state will carry out with ESEA state-level, administrative and activity funds, subgranting processes, technical assistance, monitoring, professional development, and coordination activities – have been collaboratively presented by various divisions of the Virginia

Department of Education (department) in an effort to gain the broadest possible perspective and the greatest level of expertise.

State-level representatives of the “covered” programs headed teams of stakeholders to respond to the requirements outlined in Appendix C – the individual ESEA program descriptions.

Virginia’s Consolidated Application represents a comprehensive attempt to demonstrate the Board’s commitment to leaving no child behind by continuing to strengthen its own standards and accountability systems by effectively using the resources allocated by Congress for this purpose. The Board is committed to the ultimate goals of a consolidated application: (1) to improve teaching and learning by encouraging cross-program coordination, planning, and service delivery; (2) to provide greater flexibility to state and local authorities; and (3) to enhance the integration of programs under this Act with state and local programs.

The Consolidated State Application was made available for public comment through the following means:

Announcement from the Board President. The president of the Board of Education invited public comments on the Consolidated State Application at the March 27, 2002, Board meeting. The public comment period will remain open until the May 23, 2002, Board Meeting.

Announcement via the Virginia Department of Education's Public Comment Web site. A Web site specifically designed by the department for the purpose of posting documents and receiving public comments will be used as a part of the public comment process. Comments will be reviewed by a designated receiver and shared with the State Superintendent for Public Instruction and the Board president. Comments and suggestions will be included in the final Consolidated State Application as appropriate.

Committee of Practitioners Review. Virginia's Committee of Practitioners will convene at the Department of Education on May 6, 2002 to review the Consolidated State Application. Comments will be discussed, recorded, and incorporated in the application as appropriate.

<p style="text-align: center;">APPENDIX A: ESEA Performance Goals, Performance Indicators, and State Performance Targets</p>

Virginia agrees to adopt the following six goals and accompanying performance indicators:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014.
2. By 2013-2014, or sooner, all students will be proficient in reading by the end of the third grade.
3. All limited English proficient students will become proficient in English.
4. By 2005-2006, all students will be taught by highly qualified teachers.
5. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
6. All students will graduate from high school by 2013-2014.

The Department of Education will use 2001-2002 student performance data from state assessments to establish the starting point for adequate yearly progress (AYP) as described in Section B.1.e. of this consolidated application. The department will establish state performance targets in terms of AYP as described in Section B.1.f. of this consolidated application.

<p style="text-align: center;">APPENDIX B: State Activities to Implement ESEA Programs</p>
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1. **Describe the state’s system of standards, assessments, and accountability and provide evidence that it meets the requirements of the ESEA. In doing so –**
 - a. **Provide evidence that the State has adopted challenging content standards in mathematics and English/language arts in accordance with Title I, Part A of the ESEA, where not previously submitted. If the State has modified its currently approved content standards in mathematics, English, or language arts, submit evidence that the modified standards meet the requirements of section 1111(b)(1).**

The Virginia Board of Education has adopted challenging content standards called the Standards of Learning as the base of a comprehensive reform effort begun in 1995. A list of all content areas for which Standards of Learning have been developed, as well as the Standards of Learning themselves, are available at the Virginia Department of Education Web site at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html>.

The Standards of Learning set forth minimum learning standards for students at every grade level, kindergarten through grade 8, and for high school courses. The Standards of Learning set reasonable targets and expectations for what teachers need to teach and students need to learn. The Standards of Learning are not intended to encompass the entire curriculum for a given grade level or course or to prescribe how the content should be taught; rather they are to be incorporated into a broader, locally designed curriculum.

The Standards of Learning adopted in mathematics and English (reading/language arts) meet the requirements of Title I, Part A of the ESEA. The attached letter from USED, Title 1 Office (Attachment A), documents approval of these content standards.

The Code of Virginia, § 22.1-253.13:1-2 requires the Virginia Board of Education to establish a regular schedule for the review, and revision as may be necessary, of the Standards of Learning in all subject areas. The review of each subject area is required at least once every seven years. To comply with this requirement, in September 2000, the Board of Education adopted a review schedule that begins with Standards of Learning in history and social science, followed by mathematics, science and English (reading/language arts). The Board of Education adopted minor revisions to the 1995 Mathematics Standards of Learning in October 2001.

- b. Provide evidence that the State has adopted challenging academic content standards in science that meet the requirements of section 1111(b)(1) or, if these standards have yet to be adopted, submit a timeline for their development and submit evidence when it is available, but no later than May 2005.**

Virginia has adopted challenging content standards, called the Standards of Learning, in science that meet the requirements of section 1111 (b)(1). The Virginia Board of Education adopted the content standards in science in 1995 as part of a comprehensive reform effort.

Just as in other content areas, the science Standards of Learning set forth minimum learning standards for students at every grade level, kindergarten through grade eight, and for high school science courses. The Standards of Learning set reasonable targets and expectations for what teachers need to teach and students need to learn. The standards are not intended to encompass the entire curriculum for a given grade level or course or to prescribe how the content should be taught; the standards are to be incorporated into a broader, locally designed curriculum. The science Standards of Learning are available at the Virginia Department of Education Web site at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html>.

The review schedule described under B.1.a. calls for the science Standards of Learning to be reviewed and revised, as needed, by June 2003.

- c. Provide a detailed timeline for the development and implementation, in consultation with LEAs, of assessments that meet the requirements of section 1111(b)(3) in the required subjects and grade levels. When assessments are in place, provide evidence that they meet those requirements.**

Virginia's Current Testing Program

Virginia's current Standards of Learning Assessment Program includes tests in mathematics, English (reading/language arts), and science administered at grades 3, 5, and 8. These tests are cumulative in nature. For example, the grade 3 tests are aligned with content taught in kindergarten through grade 3. The grade 5 tests are aligned with content in grades 4 and 5, and the grade 8 tests are aligned with content taught in grades 6, 7, and 8. A complete listing and set of Standards of Learning tests can be found at <http://www.pen.k12.va.us/VDOE/Instruction/2001sol/release2001.html>.

A review of selected technical characteristics of Standards of Learning tests may be found at <http://www.pen.k12.va.us/VDOE/Assessment/virginiareport.pdf>.

A plan for augmenting the current Standards of Learning assessment program to meet the requirements of ESEA may be found below.

Schedule for Test Development

New tests in mathematics and English (reading/language arts) will be developed for grades 4, 6, and 7 to complement existing tests in grades 3, 5 and 8.

2002-2003

Mathematics

Since the mathematics content standards have recently been revised, the development of the new tests to augment the current testing program will begin with mathematics. New test blueprints and new items for annual mathematics tests in grades 3, 4, 5, 6, 7 and 8 will be developed in 2002-2003. Committees of educators representing Virginia school divisions will review the test blueprints and the proposed test items.

English (reading/language arts) and Science

Since the content standards for English (reading/language arts) and science will be under revision, development of the new annual tests in English (reading/language arts) will be delayed until 2003-2004. While no new test development is planned in the area of science, development of items that measure the new science standards will also begin in 2003-2004.

2003-2004

Mathematics test development: The development of new items for annual mathematics tests in grades 3, 4, 5, 6, 7, and 8 will continue and field testing of the new items will begin. Committees of Virginia educators will review proposed items.

English (reading/language arts) test development: By 2002-2003 the content standards in English (reading/language arts) will be revised. New test blueprints and new items for annual English (reading/language arts) tests in grades 3, 4, 5, 6, 7 and 8 will be developed in 2003-2004. Committees of educators representing Virginia school divisions will review the test blueprints and the proposed test items.

Science test development: By 2003-2004 the revised content standards in science will be available. New items that measure the revised content standards in science will be developed for the science tests given in grades 3, 5, and 8 and end-of-course tests administered in earth science, chemistry, and biology. Committees of educators representing Virginia school divisions will review the proposed test items. New field test items will be embedded in the existing tests. No new test development will be required.

2004-2005

Mathematics test development: The development and field testing of new items for annual mathematics tests in grades 3, 4, 5, 6, 7, and 8 will continue. Committees of Virginia educators will continue to review proposed items.

English (reading/language arts) test development: The development of new items for English (reading/language arts) tests in grades 3, 4, 5, 6, 7, and 8 will continue and field testing the new items will begin. Committees of Virginia educators will continue to review proposed items.

Science test development: The development and field-testing of new items for the science tests given in grades 3, 5, and 8 and end-of-course tests administered in earth science, chemistry, and biology will continue. Committees of educators representing Virginia school divisions will continue to review the proposed test items. New field test items will be embedded in the existing tests. No new test development will be required.

2005-2006

Tests administered: The new mathematics and English (reading/language arts) tests in grades 3, 4, 5, 6, 7, and 8 will be administered for the first time. Science tests will continue to be administered in grades 3, 5, and 8 along with end-of-course tests in earth science, biology, and chemistry.

- d. Provide a detailed timeline for setting, in consultation with LEAs, academic achievement standards in mathematics, English or language arts, and science that meet the requirements of section 1111(b)(1). When academic achievement standards have been set provide evidence that they have been adopted and meet those requirements.**

Achievement Standards for the Current Standards of Learning Assessment Program

Students taking Standards of Learning tests receive one of three achievement ratings. Students who attain a scaled score of 399 or below on any of the Standards of Learning tests receive a rating of “fails/does not meet the standards.” Those with a scaled score of 400 to 499 receive a rating of “pass/proficient”, and those with a scaled score of 500 to 600 receive a rating of “pass/advanced.”

These ratings earlier received approval from the USED, Title I Office. The letter affirming approval is found as Attachment B.

A description of the standard setting process can be found at <http://www.pen.k12.va.us/VDOE/News/oct3098.html> and at http://www.pen.k12.va.us/VDOE/Assessment/TechReport_98-99.pdf.

Timeline for Development of Achievement Standards for New Tests

The new annual tests in English (reading/language arts) and mathematics will be administered to students in grades 3, 4, 5, 6, 7, and 8 for the first time in 2005-2006. Following this administration, achievement standards that describe the knowledge and skills represented by each of the achievement ratings described above will be developed. In addition, committees of Virginia educators, representatives from the business community, and private citizens will be convened to recommend minimum scores that represent "proficient" and "advanced." The Virginia Board of Education will consider the recommendations of the standard setting committees and adopt minimum scores for ratings of "proficient" and "advanced."

- e. **Describe how the State defines its adequate yearly progress “starting point” for the percentage of students meeting or exceeding the State’s proficient level (or provide a timeline for defining the starting point and for submitting this information).**

Student Performance on Statewide Assessments

Statewide Assessments include the following:

- Standards of Learning tests
- Board-approved substitute tests listed at <http://www.pen.k12.va.us/VDOE/Instruction/subassessment.pdf>
- Alternate assessments, required by the 1997 IDEA, taken by some students with disabilities and described at <http://www.pen.k12.va.us/VDOE/Instruction/Sped/spedsol.html>.

The starting points for Adequate Yearly Progress (AYP) in Virginia will be based on the percent of students scoring at least at the proficient level on statewide assessments in English (reading/language arts) and mathematics given in the 2001-2002 school year. Separate starting points will be established for English (reading/language arts) and mathematics at the elementary (grades 3-8) and secondary (grades 9-12) school levels by selecting the higher of:

- the percent of students scoring at least at the proficient level in the lowest performing subgroup, or
- the percent of students scoring at least at the proficient level in the school representing the cumulative 20 percent of enrollment in the state when ranked by percent proficient.

Resulting starting points will be applied to all students in the aggregate and to each subgroup identified in section 1111(b)(2)(C).

Other Indicators

Current graduation rate data are reported in the aggregate and by minority subgroups only. A preliminary “starting point” for the graduation rate indicator at the secondary

school will be determined. The resulting starting point will be applied to all secondary students in the aggregate and to each subgroup identified in section 1111(b)(2)(C). The “other academic indicator” at the elementary school level is absentee rate. The AYP starting point will be determined and applied to all elementary students in the aggregate and to each subgroup identified in section 1111(b)(2)(C).

Timeline for Establishing AYP Starting Points

Fall 2002:

- Use 2001-2002 statewide assessment results to determine the AYP starting point for each of the following: elementary English (reading/language arts), elementary mathematics, secondary English (reading/language arts), secondary mathematics.
- Analyze 2001-2002 graduation rate data to determine the preliminary AYP starting point.
- Analyze 2001-2002 absentee rate at the elementary level to determine AYP.
- Apply each starting point to all students and to subgroups identified in section 1111(b)(2)(C).
- Revise data collection instruments to obtain 2002-2003 graduation rates of all students and of subgroups identified in section 1111(b)(2)(C).
- Design data collection instruments, if needed, to obtain disaggregated absentee rate data from elementary schools by end of 2002-2003 school year.

Spring 2003:

- Report student performance on statewide assessments AYP starting points to the USED as part of the following year’s consolidated application.
- Report preliminary graduation rate AYP starting point to the USED as part of the consolidated application.
- Report preliminary absentee rate AYP starting point to the USED as part of the consolidated application.

Summer 2003

- Collect and disaggregate statewide assessment results, absentee rate at the elementary level, and graduation rate at the secondary level.

Fall 2003:

- Determine revised AYP starting point for graduation rate at the secondary level.
- Determine revised AYP starting point for the absentee rate at the elementary level.

Spring 2004:

- Report the revised AYP starting point for graduation rate at the secondary level to the USED.
- Report the revised AYP starting point for absentee rate at the elementary school to the USED.

- f. **Provide the State's definition of adequate yearly progress (or provide a timeline for determining the definition and for submitting the definition) including –**
- i. **For the percentage of students meeting or exceeding the State's proficient level, provide –**
 - **The starting point percentage;**
 - **The intermediate goals;**
 - **The timeline; and**
 - **Annual objectives.**
 - ii. **Current high school graduation rate and target rate.**
 - iii. **One other academic indicator, applicable to elementary schools, and its target.**
 - iv. **Any other (optional) indicators and their targets.**

Statewide assessment data from the 2001-2002 school year are not yet available. Data collections and local student information systems need revisions to accommodate reporting requirements for graduation rates. The "other academic indicator" at the elementary school level is absentee rate. In addition to what was described in B.1.e., Virginia will follow the timeline below for determining Adequate Yearly Progress.

Fall 2002:

- Use the statewide assessments starting point for each of elementary English (reading/language arts), elementary mathematics, secondary English (reading/language arts), and secondary mathematics to determine AYP through 2013-2014 for all students in the aggregate and for each subgroup identified in section 1111(b)(2)(C).
- Use the graduation rate starting point to determine AYP through 2013-2014 for all secondary school students in the aggregate and for each subgroup identified in section 1111(b)(2)(C).
- Use the absentee rate starting point to determine AYP through 2013-2014 for all elementary school students in the aggregate and for each subgroup identified in section 1111(b)(2)(C).
- Establish intermediate goals for each available indicator for 2004-05, 2007-08, and 2010-2011.

Spring 2003:

- Report AYP for student performance on statewide assessments to the USED as part of consolidated application.
- Report preliminary AYP for graduation rate to the USED as part of consolidated application.
- Report preliminary absentee rate AYP for all elementary school students in the aggregate and for each subgroup identified in section 1111(b)(2)(C) through 2013-2014.

Fall 2003:

- Determine revised graduation rate AYP for all secondary school students in the aggregate and for each subgroup identified in section 1111(b)(2)(C) through 2013-2014.
- Determine revised absentee rate AYP through 2013-2014 for all elementary school students in the aggregate and for each subgroup identified in section 1111(b)(2)(C), if not determined earlier.
- Revise/establish intermediate goals for each available indicator for 2004-2005, 2007-2008, and 2010-2011.

Spring, 2004:

- Report revised AYP for graduation rate to the USED.
- Report AYP for absentee rate to the USED.

Determination of whether or not a school or school division (local educational agency) has made AYP will be made consistent with section 1111(b)(2).

- g. Provide evidence that the State has a single accountability system that uses the same criteria, based primarily on assessments consistent with section 1111(b), for determining whether a school has made adequate yearly progress, regardless of whether the school receives Title I, Part A or other federal funds.**

Virginia's Current Accountability System

In September 2000, the Board of Education refined its *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, hereafter referred to as the Standards of Accreditation. The overriding goal of the Standards of Accreditation is to link statewide criterion-referenced tests to the Standards of Learning and to hold all students, all schools, and all school divisions accountable for results. The text of the Standards of Accreditation can be found at <http://www.pen.k12.va.us/VDOE/Accountability/soafulltext.pdf>

Students (beginning with ninth graders in 2000-2001) must pass a minimum number of high school Standards of Learning tests or other board-approved tests that meet or exceed the Standards of Learning tests in order to receive a diploma. A student's test results for grades 3, 5, and 8 must be considered in placement/promotion decisions. The Standards of Accreditation allow secondary schools to use students end-of-course test results in calculating grades.

Under this accountability system, certain percentages of students' schoolwide must score at least at the proficient level on statewide assessments in each of the four content areas (mathematics, science, English (reading/language arts), and history and the social sciences) for schools to be eligible to receive one of four accreditation ratings.

The Standards of Accreditation phases in, from 2000-2001 through 2003-2004, increasing student pass rate requirements called benchmarks that determine which of the accreditation ratings listed below is assigned to an individual school. The established annual benchmarks and accompanying ratings are found at <http://www.pen.k12.va.us/VDOE/Accountability/soafulltext.pdf>, p. 44.

The specific accreditation ratings, fully described at <http://www.pen.k12.va.us/VDOE/Accountability/soafulltext.pdf>, p. 37, are summarized below:

Fully Accredited: at least 70 percent of students score proficient or better (pass) in each of four content areas, English (reading/language arts), mathematics, science, history/social sciences (except that grade 3 science and history/social sciences are not required to be factored in until 2003-2004)

Provisionally Accredited/Meets State Standards: the lowest schoolwide student pass rate is no lower than the benchmark in any one of the four content areas

Provisionally Accredited/Needs Improvement: the lowest schoolwide student pass rate is between 1 percent and 19 percent below the benchmark in any one of the four content areas

Accredited with Warning: the lowest schoolwide student pass rate is 20 percent or more below the benchmark in any one of the four content areas

Certain sanctions exist for schools rated *Accredited with Warning*. These are fully described in the Standards of Accreditation found at <http://www.pen.k12.va.us/VDOE/Accountability/soafulltext.pdf>, p. 39. In summary, schools must:

- undergo an academic review;
- adopt an instructional method with a proven track record of success at raising student achievement if accredited with warning in English (reading/language arts) and/or mathematics;
- develop a three-year school improvement plan correlated to nine specific criteria; and
- report annually on school improvement plan implementation status.

The Board of Education may provide special recognition to schools showing marked improvement in student achievement over time. Recognitions are fully described at <http://www.pen.k12.va.us/VDOE/Accountability/soafulltext.pdf>, p.41, and are summarized below:

- Public announcements
- Waivers from certain regulations
- Tangible rewards

Virginia's current accountability system addresses schoolwide student performance in the aggregate. While divisionwide student performance data are compiled, the results are not currently used to identify divisions for improvement or corrective action. To maintain one statewide accountability system Virginia will:

- continue to apply accreditation ratings to all schools, as prescribed in the Standards of Accreditation;
 - continue to apply appropriate sanctions and rewards to all identified schools, as prescribed in the Standards of Accreditation;
 - apply AYP requirements to all schools and school divisions consistent with 1111(b)(2)(B) and as described in sections B.1.e. and B.1.f. of this consolidated application;
 - apply sanctions to schools and school divisions receiving Title I, Part A, funding in a manner consistent with sections 1116(b) and 1116(c), respectively; and
 - apply rewards to schools receiving Title I, Part A, funding in a manner consistent with section 1117(b).
- h. Identify the languages present in the student population to be assessed, languages in which the State administers assessments, and languages in which the State will need to administer assessments.**

The following languages are present in the student population as of September 30, 2001.

Afrikaans	Greek	Nepali	Swedish
Akan	Guarani	Norwegian	Telugu
Albanian	Haitian	Oriya	Thai
Amharic	Hausa	Oromo	Tsonga
Armenian	Hebrew	Palau	Turkish
Azerbaijani	Hindi	Panjabi	Twi
Belarusan	Hungarian	Pashto	Ukranian
Bengali	Icelandic	Pohnpeian	Urdu
Bulgarian	Igbo	Polish	Uzbek
Burmese	Ilocano	Portuguese	Vietnamese
Cambodian	Indian	Romanian	World English
Chamorro	Indonesian	Russian	Yoruba
Creole	Japanese	Samoan	Xhosa
Czech	Kannada	Serbo-Croatian	Other languages
Danish	Kazakh	Shona	not specifically
Estonian	Korean	Sindhi	identified
Farsi	Kurdish	Singhalese	
Finnish	Lingala	Slovak	
French	Latvian	Slovenian	
Fulfulde	Lithuanian	Somali	
Galican	Malagasy	Spanish	
Georgian	Malay	Sudanese	
German	Malayalam	Swahili	

Two sections in the Code of Virginia guide the department in administering statewide assessments in English only. The two sections are listed below.

Code of Virginia. § 7.1-42: English designated the official language of the Commonwealth. English shall be designated as the official language of the Commonwealth of Virginia. Except as provided by law, no state agency or local government shall be required to provide and no state agency or local government shall be prohibited from providing any documents, information, literature or other written materials in any language other than English.

Code of Virginia. § 22.1-212.2: Obligation of school boards. Pursuant to § 7.1-42, school boards shall have no obligation to teach the standard curriculum, except courses in foreign languages, in a language other than English. School boards shall endeavor to provide instruction in the English language, which shall be designed to promote the education of students for whom English is the second language.

In accordance with Code of Virginia and recognizing that limited English proficient students in the Commonwealth speak more than 80 different languages, it is not practicable to assess children on a statewide basis in any language other than English.

- i. Provide evidence that, beginning not later than the school year 2002-2003, LEAs will provide for an annual assessment of English proficiency that meets the requirements of section 1111(b)(7).**

Beginning with school year 2002-2003, the application for subgrants to support instruction of limited English proficient (LEP) students under Title III will require the assurance of school divisions that they will administer annually an assessment of English proficiency that measures the oral language, English, and writing skills in English for all students with limited English proficiency.

- j. Describe the status of the State's effort to establishing standards and annual measurable achievement objectives that relate to the development and attainment of English proficiency by limited English proficient children. These standards and objectives must be derived from the domains of speaking, listening, English, writing, and comprehension, and be aligned with the State academic content and student academic achievement standards as required by section 1111(b)(1) of the ESEA. If they are not yet established, describe the State's plan and timeline for completing the development of these standards and achievement objectives.**

Limited English proficient (LEP) students currently work toward achieving the standards and annual measurable achievement objectives as prescribed by the Standards of Learning for Virginia public schools and as described in sections B.1.a., B.1.b., B.1.c., and B.1.d of this consolidated application. Limited English proficient students take the

same statewide assessments as all other students. The performance of LEP students is disaggregated from statewide assessment data.

The standards and measurable achievement objectives for English language proficiency (ELP) are being developed. The ELP standards will identify the degree to which LEP students should be able to communicate in the English language based on their entry skills and their continued instruction in English as a second language. For kindergarten through fifth grade, the proposed ELP standards will be developed for grade level clusters: kindergarten, grades 1 and 2, and grades 3 through 5. The proposed ELP standards for middle and high school will identify what LEP students should know and be able to do upon completion of each of the four English as a Second Language (ESL) courses: ESL I, ESL II, ESL III, and ESL IV. The ELP standards will be aligned with the English Standards of Learning and their development will be integrated into the process that is currently underway to review and revise the English Standards of Learning. A preliminary timeline follows:

Spring 2002

- Draft ELP standards and measurable achievement objectives.

Summer 2002

- Revise ELP standards as needed.

September 2002

- Present ELP standards as part of the English Standards of Learning to the Board of Education for first review.

November 2002

- Present ELP standards as part of the English Standards of Learning to the Board of Education for final review.

Spring 2003

- Begin implementation of ELP standards.

B.2. Describe key procedures, selection criteria, and priorities the State will use to award competitive subgrants (or contracts) to the entities and for the activities required by the program statutes of applicable programs included in the consolidated application. States should include a description of how, for each program, these selection criteria and priorities will promote improved academic achievement.

EVEN START FAMILY LITERACY (TITLE I, PART B)

Statement Of Purpose

Even Start is an education program for the Nation's low-income families that is designed to improve the academic achievement of young children and their parents. Even Start

offers the promise for helping to break the cycle of intergenerational poverty and illiteracy by improving the educational opportunities of low-income families. Integrating early childhood education, adult literacy, parenting education, and interactive parent and child literacy activities into a family literacy program accomplish this. The program's design is based on the premise that these four components build on each other and that families need to receive all four components to bring lasting change and improve children's success in school. Even Start supports family literacy services for parents and children, from birth through age seven. The Even Start program has three interrelated goals; (1) help parents improve their literacy or basic education skills, (2) help parents become full partners in educating their children, and (3) assist their children in reaching their full potential as learners.

The program will be implemented through cooperative projects that build on existing high-quality community resources to (1) create a new range of services, (2) promote the academic achievement of children and adults, (3) assist children and adults from low-income families to meet challenging state content standards and challenging state student performance standards, and (4) use instructional programs that include scientifically-based reading research and the prevention of reading difficulties for children and adults.

Procedures

The purpose of this competitive grant application is to solicit applications for federal funds provided under the Even Start Family Literacy Programs, Title I, Part B, Subpart 3 of the *No Child Left Behind Act* of 2001 (P.L.107-110) as amended.

- The Even Start competitive grant application process is announced through a Superintendent's Memorandum and in various newspapers across the state.
- The Even Start competitive grant application may be requested in hard copy or electronic form from the Virginia Department of Education and is accessible from the department's Web site: <http://www.pen.k12.va.us>.
- A committee selected by the department reviews applications. The review committee will select all eligible applications that are in the fundable range. From that group, the applications that satisfy the federal requirement of meeting the greatest need in terms of serving those persons having the highest poverty and lowest literacy levels will then be ranked. The highest-ranking applicants will be funded. The number of applicants funded annually will vary with the federal funds available.

Selection criteria

- Local applications are evaluated in accordance with the statutory selection criteria and the priorities in section 1238(a) of the ESEA. Those criteria include the likelihood of success in meeting the purpose of the Even Start program and

effectively implementing the 15 required program elements. The applicant must demonstrate that the area to be served has a high percentage or a large number of children and families who are in need of Even Start services as indicated by high levels of poverty, unemployment, limited English proficiency, illiteracy, or other need-related indicators [See section 1238(a)(1)(B) of the ESEA]. Examples as listed in section 1238(a)(1)(B) of the ESEA are: a high number or percentage of children to be served by the program who reside in a school attendance area eligible for participation in Title I, Part A programs; a high number or percentage of parents who have been victims of domestic violence; and a high number or percentage of parents who are receiving "Temporary Assistance to Needy Families." In addition, the department must give priority to applications for projects that are located in areas designated as empowerment zones or enterprise communities.

- Applicants must explain how they will provide services for at least a three-year age range, demonstrate the greatest possible cooperation and coordination between a variety of relevant service providers, include a cost-effective budget, demonstrate the ability to provide the local share of the program's cost, and show the greatest promise for providing models that may be replicated by other family literacy projects and other local school divisions. Applications that meet the statutory selection criteria and are representative of urban and rural regions of the state are qualified to be approved.
- To qualify as an "eligible entity" for an Even Start subgrant, an applicant must be a partnership between one or more local school divisions and one or more nonprofit community-based organizations, public agencies other than a local school division, institutions of higher education (including two- and four-year institutions), or public or private nonprofit organizations of demonstrated quality other than a local school division (See section 1232(e)(1) of the ESEA). A partnership may take a number of different forms and can designate any partner as the fiscal agent for the subgrant or form a formal legal entity that is a partnership to serve as the fiscal agent. However, in each case, the partners should clearly delineate their respective roles and functions, identify the partner(s) that will serve as the fiscal agent, and agree in writing to any required assurances and authorizations.
- The partnership provisions in the Even Start law strengthen the connections between schools and communities and improve a project's ability to reach families in greatest need of services through community outreach. The connection of a project to a local school division and to a school's resources also allows for greater ease in the continuity of family literacy services, especially when children make the transition between an early childhood education provider to a school.

Promote Improved Academic Achievement

Indicators of Program Quality for Even Start Programs in Virginia:

Purposes: Indicators of program quality have been developed for Even Start programs in Virginia. This has been done in accordance with the December 1998 amendments to the Even Start statute (Reading Excellence Act, P.L. 105-277). Section 1240 of the Act requires states to develop such indicators and to use them for: (1) evaluating Even Start projects' program performance and improvement; and (2) making decisions about continued funding.

Legislative Requirements: States are required to develop indicators of program quality based upon the best available research and evaluation data. The department has taken into account the statutory requirements and the findings of national Even Start evaluations as well as the report by Collins Management Consulting, Inc., *Evaluation of Eight Even Start Sites in Virginia, 1999-2000*.

Section 1240 specifies that indicators developed by the state shall include the following:

With respect to eligible participants who are adults—

- achievement in the areas of reading, writing, English language acquisition, problem solving, and numeracy;
- receipt of a high school diploma or a general equivalency diploma;
- entry into a postsecondary school, job retraining program, or employment or career advancement, including the military; and
- such other indicators as the state may develop.

With respect to eligible participants in a program who are children—

- improvement in ability to read on grade level or reading readiness;
- school attendance;
- grade retention and promotion; and
- such other indicators as the state may develop.

Objectives and Indicators: The performance objectives for Even Start programs in Virginia and the indicators by which performance will be judged are listed below. For the most part, the indicators reflect objective, observable outcomes that can be measured. The principal instrument or measure used in assessing the outcome is noted. Findings in the local evaluation will be used in determining the extent to which Even Start sites are meeting the indicators and objectives. This information will be supplemented by a review of local site performance reports by the department and by the results of monitoring visits by the department. The site's progress in achieving the results anticipated in the approved grant proposal will be assessed. Technical assistance will be provided to assist Even Start programs to achieve the results expected in the objectives and indicators.

Performance Objectives:

- Outcomes for adult participants will improve during the initial year of program participation and will continue to improve in subsequent years;
- Outcomes for child participants will improve during the initial year of program participation and will continue to improve in subsequent years;
- Parenting skills and parent-child interaction will improve during the initial year of program participation and will continue to improve in subsequent years; and
- Duration and intensity of program participation will promote favorable outcomes for parents and children.

Indicators of Program Quality:

- Measurable gains in reading achievement: at least 75 percent of the adult participants will improve their reading scores in English on the Test of Adult Basic Education (TABE) from the initial to the second administration of the test; at least 50 percent of the adult participants will increase their reading scores in English on the TABE on one grade level from the initial to the second administration of the test.
- Improvement in English language acquisition: participation in English as a Second language (ESL) classes for adults who wish to acquire English-speaking skills.
- Measurable gains in mathematics achievement: at least 75 percent of the adult participants will improve their mathematics scores on the TABE from the initial to the second administration of the test; at least 50 percent of the adult participants will increase their mathematics scores on the TABE by one grade level from the initial to the second administration of the test.
- Improvement in the adults' educational status (e.g., high school graduation, GED)
- Entry in postsecondary school or other advanced education or training
- Improvement in the adults' self-sufficiency (e.g., employment, income, welfare participants)
- Measurable gains by preschool children on standardized measures of school readiness or language beyond the gains expected through normal development and maturation: at least 50 percent of the child participants between the ages of 3 and 5 years will improve sufficiently their scores on the Peabody Picture Vocabulary Test-III (PPVT-III) from initial to second administration of the test to warrant reclassification to a higher level.

- Classrooms for infants and toddlers are implementing developmental strategies consistent with good practice and research findings: Virginia Even Start programs offering early childhood education services to infants and toddlers will achieve an average rating of at least the combined statewide averages from the two previous years (4.1) on the Infant/Toddler Environment Rating Scale (ITERS); and Virginia Even Start programs offering early childhood education services to infants and toddlers will improve on the program's overall average ITERS rating from the previous year.
- Classrooms for preschool age children are implementing developmental strategies consistent with good practice and research findings: Virginia Even Start programs offering early childhood education services to preschool-age children will achieve an average rating of at least the combined statewide averages from the two previous years (4.1) on the revised version of the Early Childhood Environment Rating Scale (ECERS-R); and Virginia Even Start programs offering early childhood education services to preschool age children will improve on the program's overall average ECERS-R rating from the previous year.
- Measurable progress in children's ability to read on grade level, school attendance, grade promotion/retention as reported by parents on the *Even Start Parents' Assessment of Their Children's Reading Readiness and School Performance Survey*, developed by the local evaluator.
- Measurable progress noted by staff on parent-child interaction using a *Parent-Child Relationships Checklist*.
- Fifty percent of the enrolled families will participate for a minimum of 9 months; 50 percent of the adult participants will participate in program activities for at least 160 hours; and 50 percent of the child participants will participate in program activities for at least 250 hours.

EDUCATION OF MIGRATORY CHILDREN (TITLE I, PART C)

The Education of Migratory Children, Title I, Part C, is not a competitive program. Migrant Education Program funds are allocated to school divisions based on the recruitment of eligible migratory students and their specific needs. The term 'migratory child' means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work.

PREVENTION AND INTERVENTION FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK – LOCAL AGENCY PROGRAMS (TITLE I, PART D, SUBPART 2)

Prevention and Intervention for Children Who are Neglected, Delinquent, or At-Risk – Local Agency Programs, Title I-Part D, is not a competitive program to eligible school divisions. It is a program that allows the department to award subgrants to school divisions with high numbers or percentages of children and youth residing in locally operated (including county operated) correctional facilities for children and youth (including facilities involved in community day programs).

COMPREHENSIVE SCHOOL REFORM (TITLE I, PART F)

Comprehensive School Reform (CSR) money will be used to fund competitively those Title I schools in school improvement and a limited number of non-Title I schools that are most in need of academic improvement in reading and/or math. CSR funding will allow those schools in greatest need for improved academic achievement to implement comprehensive school reform based on reliable research and effective practices. Technical assistance will be offered through workshops, meetings, and individual consultations during the grant-writing period. Academic review teams in the state have been successful in working with low performing schools. CSR will further examine this delivery system and design an external technical assistance process based on the state's current model.

CSR applications will be evaluated for funding based on: (1) school need and (2) quality of the narrative responses that address the eleven components outlined in the application.

- A score for the need component will be based on a system that assigns points to schools for such key information in the application as: drop-out rate, achievement data in reading and math, Title I school designation, and degree of poverty.
- A score for the quality of the narrative portion of the application will be derived from a team of peer reviewers. This team is to be comprised of central office administrators, principals, other school division staff, and higher education representatives who are familiar with CSR and are selected to read, rate, and score applications based on a scoring rubric.
- Priority for funding competitive subgrants will be awarded to the schools with the highest combined scores in the two areas mentioned above and weighted toward quality of narrative responses.

TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND – SUBGRANTS TO ELIGIBLE PARTNERSHIPS (TITLE II, PART A, SUBPART 3)

Title II, Part A, Subpart 3, provides funds to the State Council for Higher Education in Virginia (SCHEV), working in conjunction with the state educational agency, to make subgrants, on a competitive basis, to eligible partnerships. Eligible partnerships include a private or state institution of higher education, including its division that prepares teachers and principals, a school of arts and sciences, and at least one high-need local school division as defined in Section 1116. The partnership may also include a wide array of other partners as identified in ESEA Sub-part 3, Section 2131.

The competitive partnership grants will be aimed at improving teacher quality and increasing the number of highly qualified teachers, principals, assistant principals, and paraprofessionals. The partnership grants will focus on assisting school divisions in providing sustained and intensive, high quality professional development activities aimed at (a) improving content knowledge and teaching skills in the core Standards of Learning and (b) ensuring principals have the instructional leadership skills needed to support teachers in helping students master Standards of Learning content.

Procedures:

- To be eligible to receive a subgrant under Title II, Part A, Subpart 3, eligible partnerships shall submit for funding an application to the State Council for Higher Education in Virginia in accordance with prescribed timelines and criteria.
- SCHEV will issue a competitive Request for Proposals (RFP) to eligible partners that adheres to provisions in Title II, Part A, Subpart 3, Sections 2131, 2132, 2133, and 2134.
- An informational session for preparing proposals will be held for potential bidders.
- Submitted proposals will be evaluated by review panels composed of individuals with knowledge and experience in the content areas covered. The review panels will make funding recommendations to SCHEV for approval.
- As required in Section 2132,
 - Subgrants will be equitably distributed by geographic areas within the Commonwealth of Virginia, or all geographic areas within the state will be served through such subgrants.
 - No single participant in an eligible partnership will use more than 50 percent of the funds awarded.

Major Elements in Selection Criteria:

- Identification of local need based on a comprehensive assessment of the teacher quality and professional development needs of school divisions and/or schools that comprise the partnership with respect to the teaching and learning of the core Standards of Learning

- Description of project goal(s), objectives, timelines, and how activities to be carried out will support school divisions in providing sustained and intensive, high quality professional development activities in the core Standards of Learning
- Project outcomes, including the project's anticipated impact on student achievement
- Evaluation plan
- Role of key personnel
- Budget justification, including adequacy of resources and cost effectiveness

Funding Priorities:

- Proposals that include school divisions or schools that have the lowest percentage of highly qualified teachers
- Partnerships that include schools that are identified for school improvement under Title I
- Proposals aimed at increasing the number of highly qualified teachers in the core Standards of Learning areas
- Proposals that provide sustained, high-quality professional development activities that prepare "teacher specialists" to work with other teachers in low performing schools

Promoting Improved Academic Achievement:

Application of selection criteria and priorities in the development of subgrants will promote improved academic achievement in the core Standards of Learning areas by providing sustained and intensive, high quality professional development activities aimed at:

- Improving teacher quality so that students have the benefit of accurate and effective instruction in core Standards of Learning content at all levels. Teacher quality will be improved by enhancing teachers' knowledge and teaching skills in the core Standards of Learning content, classroom practices and procedures, appropriate classroom assessments, and the integration of technology into instruction.
- Increasing the number of highly qualified teachers, principals, assistant principals, and paraprofessional staff members who work with students in low performing schools and, thereby, increasing the quality of instruction provided to students.
- Ensuring principals have the instructional leadership skills they need to analyze classroom practices and support teachers in helping students to master Standards of Learning content.

ENHANCED EDUCATION THROUGH TECHNOLOGY (TITLE II, PART D)

The purpose of the competitive grant program in Virginia is to provide resources for eligible entities to create and implement high quality professional development programs. These programs will assist classroom teachers with the integration of educational

technology into instruction and its use as a tool to support and enhance student achievement.

Eligible entities will be required to submit applications that detail how plans will provide high quality professional development and assure integration of technology into classrooms. The department will create grant application packets that will provide—

- an overview and details of the Enhancing Education Through Technology Program;
- eligibility criteria for applicants;
- state and eligible entity responsibilities;
- application requirements; and
- criteria and selection process.

Applicants will be required to provide:

- a project overview that describes plans to provide professional development and classroom technology integration to support higher student achievement;
- current status of professional development and integration of technology into the classroom;
- details of the project will include the following:
 - strategies for improving academic achievement and teacher effectiveness;
 - goals of the project and how they align with state academic standards;
 - strategies, based upon relevant research, that promote integration of technology into curricula and instruction;
 - description of the professional development proposed and how it supports integration of technology into the classroom; and
 - percentages of teachers that will be trained and classes that will integrate technology into instruction;
- linkage between project goals and local and state goals for educational technology;
- budget that shows reasonable and justifiable costs to support professional development and integration activities;
- methods that will be used to evaluate progress toward achieving entity selected measurable goals;
- established percentages of teachers to be trained and classrooms integrated with educational technology; and
- collaborative arrangements that could include parents, higher education, businesses, intermediate educational units, libraries, educational entities, and community organizations.

The department's Competitive Grant Distribution Plan makes five-year awards to eligible entities and consists of the following:

- Eligible entities will submit applications to compete for assignment into a higher or lower fund award category.
- Application evaluation teams will review all competitive applications and assign a number of points out of a predetermined scale for each criterion.

- Four levels, based on local educational agency number of students in poverty, for each fund category will be determined.
- Each level will be assigned a percentage of awards in high fund and low fund categories.
- The percentage of entities in high amount categories will be greater for highest number of students in poverty entities and lower in lesser number of students in poverty categories.
- Awards will be made to eligible entities based upon the funding level of their score and number of students in poverty.

Post-Award Period

- Entities will receive a full-, high-, or low-level award in the first year of the program.
- At the end of the first year of funding, an evaluation will be conducted to determine whether the goals for the first year have been met. If the first year's goals are met, the entity will receive the next 20 percent increment. If the goals have not been met, the entity will lose 15 percent of the second year's funding.
- At the end of the second year, progress will be evaluated. If the second year's goals are met, the entity will receive the next 20 percent increment. If the goals have not been met, funding will be reduced by an amount of 15 percent of the previous year's funding. If the cumulative goal is met in the second year, the full 20 percent increment for the third year will be awarded.
- This process will be repeated through the life of the project.
- Entities that do not meet 20 percent of the five-year professional development and classroom integration goals each year will have the award reduced by 15 percent and funds will be redistributed. The redistributed funds will be awarded to entities that have met or have exceeded yearly goals.
- Funds lost due to failure to meet performance goals will not be restored.

SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES – RESERVATION FOR THE GOVERNOR (TITLE IV, PART A, SECTION 4112)

Statement of Purpose and Organization

The Governor's SDFSCA programs will support programs of drug and violence prevention and early intervention, including the development and implementation of community-wide drug and violence prevention planning and organizing activities and dissemination of information about drug and violence prevention. Programs or activities funded through the Governor's portion of the grant will complement and support activities of local educational agencies including developing and implementing activities to prevent and reduce violence associated with prejudice and intolerance. In Virginia the Governor's Office has reserved 20 percent of the total amount allocated to Virginia under Sec. 4111(b) to award competitive grants and contracts.

The program will be administered by the Governor's Office for Substance Abuse Prevention (GOSAP). The Office was established in 2000 by action of the Virginia

General Assembly (§ 2.1-51.6:6, Code of Virginia). Effective March 2002, that office falls under the Office of the Secretary of Public Safety with an Assistant Secretary of Public Safety serving as GOSAP Director. The newly appointed GOSAP Director and the department have collaborated in the development of this application.

Under the new organizational structure an executive advisory group will be established to provide guidance to GOSAP and to ensure consultation and coordination with state officials and others in the development of Virginia's comprehensive plan for the use of SDFSCA funds to provide safe, orderly, and drug-free schools and communities. This advisory group will also include parent representation.

Key Procedures

The purpose of the competitive grant process is to solicit proposals from eligible grantees to carry out drug and violence prevention programs and activities that complement and support activities of local school divisions.

Pre-award assistance and outreach

The request for proposals (RFPs) will be broadly disseminated through mail and electronic notifications to stakeholder organizations including local educational agencies, community-based organizations (including community anti-drug coalitions) other public entities and private organizations, and consortia thereof. RFPs will be available for downloading from GOSAP and other appropriate Websites and regional pre-submission technical assistance workshops will be provided for prospective grantees. In accordance with Sec. 4113(a)(13), special emphasis will be placed on engaging community-based organizations that have demonstrated effectiveness in providing services such as mentoring in low-income communities so as to maximize their participation. Outreach activities to these organizations will include targeted notifications of funding opportunities and pre-submission workshops designed to provide effective technical assistance to prospective grantees.

Peer review of proposals

The Governor's Office will employ a peer review process to award SDFSCA grants and contracts in accordance with Sec. 4112(a)(4). The review panel will be composed of individuals who have demonstrated expertise in youth substance abuse and violence prevention programming and knowledge of the requirements of SDFSCA. The panel will be broadly representative of Virginia in terms of geography and types of state and local agencies and organizations involved in local community-wide drug and violence prevention efforts.

Priorities and Selection Criteria

In accordance with Sec. 4114(a)(2) and (3), priority in awarding grants and contracts will be given to programs and activities that prevent illegal drug use and violence for (a)

children and youth who are not normally served by state educational agencies or local educational agencies and (b) populations that need special services or additional resources (such as youth in juvenile detention facilities, runaway or homeless children and youth, pregnant and parenting teenagers, and school dropouts). Special consideration will be given to grantees that pursue a comprehensive approach to drug and violence prevention that includes providing and incorporating mental health services related to drug and violence prevention in their program.

Grants will be awarded based on (a) the quality of the program or activity proposed and b) how the program or activity meets the principles of effectiveness described in Sec. 4115(a). Criteria will include the following:

- **documentation of need** taking into consideration the quality of the needs assessment conducted, sound documentation of risks/needs, and demonstration of need for this funding in light of other funding being received in the community;
- **evidence of capacity and support for the proposed initiative** based on record of sponsoring organization, skills of staff, and the level and quality of support pledged to the proposed initiative;
- **quality of project design** based on quality of proposed strategies, appropriateness of strategies to address needs documented, and feasibility and economy of plan; and
- **quality of evaluation** in assessing achievement of goals and objectives and use of findings to improve effectiveness and accountability of programs.

Programs and activities funded through the Governor's SDFSCA Program will promote improved academic achievement through the support of programs and activities demonstrated to be effective in reducing substance abuse and violence. Such programs contribute to making schools safe, orderly, and drug-free. Consistent with the central intent of No Child Left Behind, Governor's grantees will be asked to specify in their proposals how their proposed project will promote improved academic achievement in their communities or target populations.

Post-award monitoring and assistance

The Governor's Office, in collaboration with the department will institute a plan for monitoring the performance of grantees and for providing technical assistance to recipients of SDFSCA funds. The Governor's Office and the department will collaborate in offering capacity-building activities including training, technical assistance, and dissemination of information on programs grounded in scientifically based research. Such assistance will be designed specifically to support implementation in accordance with SDFSCA principles of effectiveness.

The system of monitoring will employ appropriate performance indicators derived from available youth surveys, from social indicator data demonstrated to be associated with elevated risk of youth substance abuse and violence, and from project-specific measures of change in communities and target populations served by grantees.

The Governor's Office will closely monitor grantee progress reports and fiscal records to ensure compliance with requirements of SDFSCA and to intervene with and support grantees who may be experiencing problems in implementing their programs and activities.

COMMUNITY SERVICE GRANTS (TITLE IV, PART A, SECTION 4126)

In close collaboration with the office of the Governor, the department will develop and formulate plans for awarding competitive grants to school divisions for the expressed purpose of carrying out programs under which students who are expelled or suspended from school are required to perform community service.

One of the first steps will include a survey of existing community service programs within the department and also within other state agencies, including the Department of Criminal Justice Services and the Department of Juvenile Justice. When identified, agency representatives will be invited by the department to participate in the formation of a statewide advisory group. The purpose of the advisory group will be to provide guidance and direction in the development of the Request for Proposals (RFP). Collaboration among state agencies will prevent unnecessary duplication of services.

It is anticipated that all school divisions within the commonwealth will be eligible to apply for funds. School divisions that are able to document high rates of suspensions and expulsions will receive priority consideration. Other areas to be considered will be evidence of existing program capacity, support for the proposed program, quality of the proposal, and the evaluation plan. Priority will also be given to school divisions that demonstrate how the funds will be used to promote improved academic achievement.

School division applications will be reviewed and considered by a highly qualified team of peer reviewers. Applicants will receive a copy of the reviewers' comments and any suggestions for improvement. No fewer than three peer reviewers will review each application, and the entire review team will discuss all applications before final awards are made.

Plans for technical assistance and assistance in preparation of the Request for Proposal (RFP) will be provided on a regional basis.

21ST CENTURY COMMUNITY LEARNING CENTERS (TITLE IV, PART B)

The department will identify the schools in need of improvement, schools eligible for schoolwide programs, and schools that serve a high percentage of students from low-income families prior to the development and issuance of the RFP. School performance on state assessments will be compiled to determine schools that meet statute requirements.

The department will consult and coordinate information with other state agencies, representatives of education, business, parents, teachers, communities, and student

organizations during the development of the RFP. The department will establish award priority for applications that (1) propose to serve schools in need of improvement and (2) applications submitted jointly by school divisions receiving Title I, Part A, funds and community-based or other eligible entities.

A peer review process will be used to select and award grants to qualifying applicants. Reviewers shall be selected from the pool of veteran reviewers utilized in other ESEA programs, such as Safe and Drug Free Schools and Communities and Even Start.

The department will provide technical assistance workshops for potential applicants prior to the release of the RFP in order to allow applicants sufficient planning time.

B.3. Describe how the State will monitor and provide professional development and technical assistance to LEAs, schools, and other subgrantees to help them implement their programs and meet the State's (and those entities' own) performance goals and objectives. This should include a description of assistance the State will provide to LEAs, schools, and other subgrantees in identifying and implementing effective instructional programs and practices based on scientific research.

PROVISION OF PROFESSIONAL DEVELOPMENT AND TECHNICAL ASSISTANCE TO LOCAL SCHOOL DIVISIONS AND SCHOOLS

Appropriations by Virginia's General Assembly to Improve Teaching and Learning.

The General Assembly of Virginia continues to provide for a variety of K-12 educational initiatives and programs to support the implementation of educational reform associated with student attainment of the Standards of Learning. Among initiatives funded by the General Assembly for the FY 2003 are (subject to revisions):

- \$12.6 million to fund the Early Intervention Reading Initiative that provides early reading intervention services to students in kindergarten through the third grade who demonstrate reading deficiencies reflected in each student's performance on the PALS (Phonological Awareness Literacy Screening) assessment. This initiative assists school divisions in their ongoing efforts to have all children reading well and on grade level by the third grade;
- \$9.0 million to school divisions for diagnosis and remediation for students in grades 6, 7, 8, and 9 who are at-risk of failing the Algebra I end-of-course test;
- \$1.5 million for teacher initiatives for the expansion of the mentor program for new teachers;
- \$76.2 million for remediation programs under the Standards of Learning and the Standards of Quality, including Standards of Quality Remediation, Standards of Learning Remediation, and Remedial Summer School;

- \$1.5 million for Remediation Recovery and Emergency program retakes;
- \$1.1 million for further development of the Standards of Learning history tests; and
- \$58.7 million in grants to school divisions for further development of the Standards of Learning Web-based testing system.

Also in this category, the Division of Assessment and Reporting at the department conducts workshops to assist school divisions in interpreting and using reports and the data they contain. One goal of the Standards of Learning training initiative is to provide assistance in the use of data.

Other General Assembly initiatives to support teaching and learning are the Teacher Scholarship Loan Program and measures to increase the number of bonuses for certification by the National Board for Professional Teaching Standards.

The Academic Review Process. Virginia's Academic Review process is designed to assist schools in identifying and analyzing factors affecting student achievement and instructional practices. It further focuses on schoolwide processes, practices and systems; it does not focus on people. A complete description of the Academic Review process can be found at <http://www.pen.k12.va.us/VDOE/Accountability/accreditation.htm>. In summary, the Academic Review provides the school with detailed information about the four following areas:

- ***Alignment of Local Curriculum with the Virginia Standards of Learning.***
As a key objective, the Academic Review focuses on the degree of agreement between a school's/division's written, taught, and tested curriculum and the Standards of Learning. The Standards of Quality require the Board of Education to establish "educational objectives" and to revise them periodically. Local school boards are required to implement these objectives, called the Standards of Learning.

To this end, the department has developed and provided teachers, curriculum specialists, and principals throughout the commonwealth with professional development modules, instructional modules, teacher resource guides, curriculum frameworks, and sample scope and sequence guides that are correlated with the Standards of Learning. Teachers and principals have been provided professional development opportunities on Standards of Learning content, curriculum alignment, analyzing classroom practices, instructional technology, assessment, data analysis, and accountability. Many of the instructional resources and training programs that have been developed by the department are available on the Web site at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html>.

- ***Use of Time and School Scheduling Practices.*** Research promotes instructional practices that increase time-on-task by minimizing disruptions, keeping transition time between activities short, and establishing routines for handling administrative matters. Virginia's Standards of Quality reflect the importance of maintaining a school environment that maximizes instructional time.
- ***Use of Data to Make Instructional and Planning Decisions.*** The Standards of Quality address the need for schools to use data to make decisions about instruction and planning. The Standards of Quality require the school staff to: review annually with community representatives the extent to which the school has met its goals and objectives; analyze the school's student performance data including data by grade level or academic department as necessary; and report these outcomes to the division superintendent and the community in accordance with local school board policies.
- ***Incorporation of On-going Professional Development Opportunities.*** The Standards of Accreditation require the principal to involve the staff of a school in identifying the types of professional development needed to improve student achievement and to provide for needed professional development. Additionally, the principal is required to ensure that the staff participates in those activities. Schools in greatest academic need are also required to develop a school improvement plan that outlines professional development activities for staff. Professional development activities that succeed share the following features:
 - experiential, engaging teachers in concrete tasks of teaching, assessment, and observation that illuminate the processes of learning and development;
 - grounded in participants' questions, inquiry, and experimentation as well as profession-wide research;
 - collaborative, involving a sharing of knowledge among educators;
 - connected to and derived from teachers' work with their students as well as to examinations of subject matter and teaching methods;
 - sustained and intensive, supported by modeling, coaching, and problem solving around specific problems of practice; and
 - connected to other aspects of school change.

These approaches shift from old models of "teacher training" or "in-servicing" to a model in which teachers confront research and theory directly, are regularly engaged in evaluating their practice, and use their colleagues for mutual assistance.

Adoption of Instructional Model or Method. Schools that are in greatest academic need, according to their performance on the Standards of Learning tests, are required to develop and implement a three-year school improvement plan. They are also expected to adopt a scientifically based instructional method, model, or program that has a proven track

record of success at raising student achievement in those academic areas. The department currently maintains a list of models/methods approved by the Board of Education that is periodically updated and compiled in collaboration with the Comprehensive School Reform Program. The most current list can be found at <http://www.pen.k12.va.us/VDOE/suptsmemos/2002/inf052a.pdf>. Technical assistance is provided through the Academic Review process.

Participation in the Virginia Preschool Initiative. The state provides an opportunity for school divisions and schools to participate in the Virginia Preschool Initiative that funds the efforts of school and community-based organizations to provide quality preschool programs for at-risk four-year-olds not served by another program.

State-Sponsored Supplemental Grant Opportunities for Local School Divisions and Schools.

- The Reading First Initiative will focus on improving the reading skills of children in eligible (high-poverty, low-achieving) schools and school divisions across the state.
- The Comprehensive School Reform grant will continue to focus on implementing research-based, whole-school reform models (a) to stimulate coordinated efforts by staffs in high poverty schools to increase student performance and (b) to advance the efforts of school divisions to implement the Standards of Learning.
- Title I School Improvement grants will help fund reform activities of school improvement schools.
- The 21st Century Community Learning Centers grants will fund activities to encourage school/community partnerships to address educational, health, social services, cultural, and recreational needs of the community.
- The ACCESS Virginia/GEAR UP collaborative partnership between the Virginia Council of Higher Education and the Virginia Department of Education will provide an integrated curriculum and technology initiative during the school year and a summer enrichment program through college and university partners to a selected cohort of seventh graders for a comprehensive seventh grade through college continuum.

The State's Education Web site and Other Web-based and Electronic Resources

The department's Web site includes a Standards of Learning Web page that provides information about instruction, training, and assessment resources. Standards of Learning teacher resource guides are available for each subject area with sample test items and blueprints.

Virginia continues to enjoy its status as the first state in the nation to make the innovative [AOL@school](#) online learning system part of its K-12 educational curriculum. Integral in

this system is a "State Focus" feature that provides educators direct access to the Standards of Learning documents, including instruction, training, and assessment resources.

The department also provides videos to support school staff development programs that are telecast on public TV with a focus on the Standards of Learning.

Training/Technical Assistance Centers (T/TAC). The T/TACs will continue to provide quality training and technical assistance to schools and school divisions that need help in improving educational opportunities for certain children who are disadvantaged or are at-risk of school failure and for certain children and youth with disabilities. The T/TACs operate through collaborative efforts between the department and higher education.

State-Sponsored Institutes and Workshops / Collaboration with Higher Education.

Examples of institutes and workshops that may continue are listed below.

- Virginia State Reading Institute
- Virginia Mathematics Institute
- Virginia Association of Federal Education Program Administrators (VAFEPA) Institute--State as co-sponsor with VAFEPA
- Project STARS Supporting Teachers and Achieving Results for Students: An Initiative for Instructional School Teams for Title I Schools in School Improvement in Collaboration with The College of William and Mary
- Safe and Drug-Free Schools and Communities State and Regional Workshops
- State Title I Parent Institutes and Regional Workshops featuring School-Home Links
- Alternative Education Forums in Collaboration with the University of Virginia.

School Support Teams. Title I School Improvement funds support School Support Teams composed of persons with expertise in working with high-poverty / low-achieving schools.

STATE MONITORING SYSTEMS TO ASSIST LEAS, SCHOOLS, AND OTHER SUBGRANTEES IMPLEMENT THEIR PROGRAMS AND MEET STATE'S (AND THOSE ENTITIES' OWN) PERFORMANCE GOALS AND OBJECTIVES.

The State's Standards of Quality and the Standards of Accreditation. The Standards of Quality set various requirements for school division and school accreditation based on the attainment of the Standards of Learning. These standards set forth minimum learning standards for every child from kindergarten through twelfth grade in four core academic subjects: mathematics, science, English, social studies. In addition, Virginia has established a measure to ensure accountability for student achievement--the Standards of Accreditation. The Standards of Accreditation place emphasis on raising achievement standards for students, increasing the requirements for graduation from high school, increasing instructional time, linking statewide accountability tests to the Standards of Learning, and establishing a school report card for parents and the school community,

which addresses the academic standing of the school, drop-out rate, school safety, attendance, and other quality indicators of success or improvement.

State's Academic Review as a Monitoring System. The state's Academic Review process is two-pronged. In addition to providing the basis for professional development and technical assistance discussed earlier, it is also a monitoring system. The review focuses on whether the school has aligned its curriculum with the Standards of Learning, whether the amount of academic instructional time complies with the Standards of Accreditation, and whether staff development resources are being used efficiently to improve weaknesses identified in the data analysis

Each school that is *Accredited with Warning* must develop a three-year school improvement plan and file an annual report with the department detailing its progress in implementing its plan. The plan and the report of the baseline academic data form a record of the school's progress toward improvement on achieving the Standards of Learning.

Federal Program Monitoring. The department's Federal Program Monitoring is an accountability system responsible for the adoption and use of effective methods to determine compliance with federal and state operated program requirements and to ensure correction of deficiencies in program implementation. This process involves a collaborative approach among the department, school divisions, parents, and communities as they work together to improve student academic achievement.

The Federal Program Monitoring process is divided into three phases. First, the process involves school divisions conducting a comprehensive self-assessment of their programs. Secondly, the process requires review of the relevant data to determine whether further monitoring is needed by the department. Thirdly, the process involves the department's verification that the school division is in compliance with the requirements. There is a built-in program improvement or corrective action plan when it is determined that school divisions are not meeting the requirements.

Consolidated Planning Council to Ensure Cross-Program Coordination. At the state level, a Committee of Practitioners, comprised of representatives of the "covered" programs listed in the Consolidated Application, has the responsibility for reviewing and approving any changes to the state's application to ensure the continuation of maximum cross-program coordination, collaboration, and participation.

B.4. Describe the Statewide system of support under section 1117 to ensure that all schools meet the State's academic content and student achievement standards, including how the State will provide assistance to low-performing schools.

Revised Standards of Learning were adopted by the Virginia Board of Education in June 1995 for each grade level in each of the four core curriculum areas: English, mathematics, science, and history and social science. Standards for these areas as well as

for fine arts and music, foreign languages, and health and physical education have been in place since the 1980s. Standards for computer/ technology were adopted for Grades 5 and 8 in 1995 and for grades 9-12 in May 2000.

The Board of Education has established a review cycle to ensure that standards in all subject areas are reviewed at least once over a seven-year period. The standards in foreign language, music, and the arts were revised during the 1999-2000 academic year. The standards for physical education and health and for history and social sciences were reviewed and revised in 2001.

Standards of Learning assessments were developed and passing scores established to measure student performance in 1998 for the areas of English, mathematics, science, and history and social science. The first Standards of Learning tests were administered in the spring of 1998. In Virginia, the assessments are directly aligned with the Standards of Learning. Content committees organized by specific grades and content areas being tested must approve all potential test items. No item is used on any Standards of Learning test that does not align with the standard it is intended to test.

The Regulations Establishing Standards for Accrediting Public Schools in Virginia (Standards of Accreditation or SOA) set forth the accountability system in Virginia. They set the minimum standards necessary for each school in the commonwealth to provide the foundation for high quality education programs with the goal of preparing children to become self-sufficient and informed citizens.

The purpose of the Standards of Accreditation is to: (a) provide an essential foundation of educational programs of high quality in all schools for all students; (b) encourage continuous appraisal and improvement of the school program for the purpose of raising student achievement; (c) foster public confidence; (d) assure recognition of Virginia's public schools by other institutions of learning; and (e) establish a means of determining the effectiveness of schools. The regulations contain provisions governing the following:

- philosophy, goals, and objectives for each school;
- academic achievement of students, including testing and graduation requirements;
- instructional programs for elementary, middle, and secondary schools;
- roles and responsibilities of the principal, professional teaching staff, and support staff, as well as staffing requirements;
- school facilities and safety;
- school and community communications, including a school performance report card; and
- accreditation of schools.

The regulations form the basis for the day-to-day operation of the educational program in each public school in Virginia. In 2000 the Virginia Board of Education revised the Standards of Accreditation to reaffirm the commitment to the standards adopted in 1997, to refine requirements for instruction, to provide options for earning high school credit, to

refine new accreditation ratings for schools, to define rewards for academic achievement, and to clarify language within the regulations.

Identification of Low Performing Schools

Low performing schools are identified through student performance on the statewide Standards of Learning tests. For the transitional period of the reform from school years 1999-00 to 2002-03, the Board of Education has established annual benchmarks for school achievement based on the percentage of students passing the tests in each of the four academic areas of English, mathematics, history and social science, and science. If a school does not meet the benchmark in an academic area by 20 percentage points or more, it earns the accreditation rating of “Accredited with Warning” in that area. Based on a school’s academic performance during the school years ending in 2006 and beyond, any school that does not meet the passing rates established by the Board of Education for full accreditation in all academic areas will be rated “Accreditation Denied.”

Academic Review Teams

When a school is “Accredited with Warning,” an academic review is conducted by a school assistance team supervised by the department. Team members are experienced educators who provide on-site reviews and consultation. Each academic review focuses on the alignment of the curriculum with the standards, the use of instructional time and school scheduling practices, use of data to make instructional decisions, instructional strategies, and the efficient use of staff development resources to improve areas of weakness. Based on the findings of this team, the school must develop and implement a three-year school improvement plan. Any school that is rated “Accredited with Warning” in English or mathematics is required to adopt an instructional method that has a research-proven track record of success in raising student achievement in those areas. The academic review report is a key document in both the development of the school's improvement plan and later evaluations of the school’s progress in achieving full accreditation. Each school that is “Accredited with Warning” must document annual progress in implementing its School Improvement Plan.

School Recognition

According to the Standards of Accreditation, schools may be recognized by the Board of Education in accordance with procedures it establishes. Such recognition may include: (a) public announcements recognizing individual schools; (b) tangible rewards; (c) waivers of certain board regulations; (d) exemptions from certain reporting requirements; or (e) other commendations deemed appropriate to recognize high achievement. In addition to Board recognition, local school boards are required to adopt policies to recognize individual schools through public announcements, media releases, and other appropriate methods.

Teacher and Administrator Performance

The Education Accountability and Quality Enhancement Act of 1999 made a number of changes to the Code of Virginia affecting principals and superintendents. The act requires: (1) each local school board to evaluate its division superintendent annually, using guidelines for uniform performance standards established by the Board of Education; (2) local school boards to develop a performance evaluation process for principals, assistant principals, and supervisors for use by division superintendents; and (3) specific training for administrative and supervisory personnel in the evaluation and documentation of teacher and administrator performance. The comprehensive teacher training programs funded by the state and delivered at the local level include leadership training for principals and superintendents in implementing the Standards of Learning. The training includes interpreting test data for instructional purposes, instructional strategies to implement the Standards of Learning, and technology applications to implement the standards.

Enhancing state-supported efforts to support and sustain the leadership skills of principals and superintendents is an ongoing area of consideration for the commonwealth.

School Leaders Licensure Assessment

The *Licensure Regulations for School Personnel*, effective July 1, 1998, require candidates for endorsement in administration and supervision preK-12 to complete a beginning administration and supervision assessment or a full-time internship as a school principal. One year of successful, full-time experience as an assistant principal or principal in an accredited public or nonpublic school may be accepted instead of the internship.

The “School Leaders Licensure Assessment” was approved by the Board of Education, effective July 1, 2001, for individuals seeking the administrative and supervisory preK-12 endorsement after that date. The decision to assess candidates in programs prior to that date may be made by the college or university the candidate attends. This assessment is designed to provide feedback on the student and an objective view of the quality of the college or university preparation program. Strong emphasis is placed on the need for school leaders to be able to work with diverse populations in dealing with school safety, academic performance, technology, community relations, and other concerns.

Guidelines for Performance Appraisals

The Board of Education adopted *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* as required by the 1999 Education Accountability and Quality Enhancement Act. The guidelines were adopted by the board in January 2000 and provide a framework for school divisions to develop evaluation criteria for teachers, administrators, including instructional central office personnel and principals, and division superintendents. The guidelines also provide the framework for school divisions to use in the development of evaluation

policies and procedures and may be used to guide school divisions in designing evaluation tools for annual personnel performance.

As a second phase of the project, the Virginia Association of School Superintendents, in collaboration with the University of Virginia Curry School of Education, The College of William and Mary School of Education, and the Virginia Department of Education, offered four, one-day training workshops during the 2000-2001 year to assist administrative and supervisory personnel in the evaluation and documentation of teacher and administrator performance. The next phase featured the creation of evaluation prototype instruments for teachers, administrators, and superintendents.

The department will continue such state-level activities that support teachers and principals in implementing challenging academic standards and learner-centered professional development. The professional development standards, adopted by the National Staff Development Council (Revised 2001) will be used as the research-base for creating high-quality professional development learning experiences. The department will encourage school divisions to use the planning templates and resources provided by the Eisenhower National Clearinghouse (ENC) (<http://www.enc.org/professional/guide/>) to create and implement professional learning plans that ensure all students are taught by highly-qualified teachers.

B.5. Describe the activities that the State will conduct to –

a. Help Title I schools make effective use of schoolwide programs to improve the achievement of all students. (Title I)

Technical assistance to schoolwide program schools now revolves around the same scientifically based research that is the foundation of the Comprehensive School Reform (CSR) Program. As such, schoolwide program schools receive higher priority than targeted assistance schools as applicants for CSR funding. To further strengthen and promote the concept of the schoolwide program, schools that are recipients of CSR grants, but are not already schoolwide program schools, are permitted to undergo a "conversion process," which requires them to demonstrate to the state their understanding of the similarities between the schoolwide program and the CSR school. With state approval, CSR schools may be classified as schoolwide program schools.

The department will continue to encourage collaboration among federal program representatives at the local level. Through regional meetings facilitated by state Title I staff, the schoolwide program is presented as a means to achieve effective collaboration and coordination among programs both programmatically and fiscally. State staff assists schools with the development of the required plans. In particular, the department has assigned responsibility to a program specialist to work with schools desiring to become schoolwide program schools. Workshops are conducted on topics such as the needs assessment, evaluation of school-level data, re-allocation of funds, parental involvement, and selecting a school reform model. The department has an excellent record of holding schools accountable for the full year of required planning in order to further emphasize

the importance of *comprehensive* planning before implementation. All plans are reviewed by department staff as a part of the Title I application review prior to funding.

A goal of the state is to improve the effectiveness of schoolwide programs and to move them toward "model" status for other schools that might require an improved service delivery model. Following are state-initiated strategies used to improve the effectiveness of existing schoolwide programs.

- Schoolwide schools of similar demographics are encouraged to share best practices. The state will continue to maintain an updated listing of all schoolwide program schools and disseminate to all divisions annually.
- Funds are distributed to schoolwide program schools that have been identified for school improvement. These funds have been specifically earmarked for the following uses: assistance in establishing school improvement intervention teams; school partner visitations; professional development including travel to academies and institutes; supplemental materials or technology; and training stipends.
- Schoolwide program schools that have the greatest degree of poverty receive numerous competitive grant opportunities from the state and non-competitive grant awards. Schoolwide program schools also receive invitations as first priority to many state-sponsored technical assistance events. Regional educational laboratories, local universities, and school reform model developers also reach out to such schools on a regular basis.

b. Ensure that all teachers, particularly those in high-poverty areas and those in schools in need of improvement, are highly qualified. This description should include the help States will provide to LEAs and schools to -

- (i) conduct effective professional development activities;**
- (ii) recruit and hire highly qualified teachers, including those licensed or certified through alternative routes; and**
- (iii) retain highly qualified teachers. (Title II, Part A)**

The department will provide professional development institutes, academies, and ongoing technical assistance designed to address specific needs identified by school divisions.

The professional development activities will include one or more of the following:

- Reforming teacher and principal certification (including recertification) or licensing requirements;
- Carrying out programs that provide support for teachers or principals, including persons new to their profession;
- Carrying out programs that establish, expand, or improve alternative routes for state certification of teachers and principals;
- Developing and implementing mechanisms to assist school divisions and schools in effectively recruiting and retaining highly qualified teachers;

- Reforming tenure systems, implementing teacher testing for subject matter knowledge, and implementing teacher testing for state certification or licensing, consistent with Title II of the Higher Education Act of 1965;
- Providing professional development for teachers and principals;
- Developing systems to measure the effectiveness of professional development programs and strategies to document gains in student academic achievement or increases in teacher mastery of the academic subjects the teachers teach;
- Fulfilling the department's responsibilities concerning proper and efficient administration of the programs carried out under this part, including provision of technical assistance to local school divisions;
- Funding projects to promote reciprocity of teacher and principal certification or licensing between or among states;
- Developing or assisting school divisions in the development and use of proven, innovative strategies to deliver intensive professional development programs that are both cost-effective and easily accessible, such as strategies that involve delivery through the use of technology, peer networks, and distance learning;
- Encouraging and supporting the training of teachers and administrators to effectively integrate technology into curricula and instruction, including training to improve the ability to collect, manage, and analyze data to improve teaching, decision making, school improvement efforts, and accountability;
- Developing, or assisting school divisions in developing, merit-based performance systems, and strategies that provide differential and bonus pay for teachers in high-need academic subjects;
- Providing assistance to local educational agencies for the development and implementation of professional development programs for principals that enable the principals to be effective school leaders and prepare all students to meet challenging state academic content and student academic achievement standards, and the development and support of school leadership academies to help exceptionally talented aspiring or current principals and superintendents become outstanding managers and educational leaders.
- Developing, or assisting local educational agencies in developing, teacher advancement initiatives that promote professional growth and emphasize multiple career paths;
- Providing assistance to teachers to enable them to meet certification, licensing, or other requirements needed to become highly qualified by the end of the fourth year for which the state receives funds under this part (as amended by the *No Child Left Behind Act* of 2001);
- Supporting activities that ensure that teachers are able to use challenging state academic content standards and student academic achievement standards, and state assessments, to improve instructional practices and improve student academic achievement;
- Funding projects and carrying out programs to encourage males to become elementary school teachers; or
- Establishing and operating a center that (1) serves as a statewide clearinghouse for the recruitment and placement of kindergarten, elementary

school, and secondary school teachers; and (2) establishes and carries out programs to improve teacher recruitment and retention with the state.

Help LEAs with a high need for technology, high percentages or numbers of children in poverty, and low-performing schools to form partnerships with other LEAs, institutions of higher education (IHEs), libraries, and other private and public profit and non-profit entities with technology expertise to improve the use of technology in instruction. (Title II, Part D)

The department supports the concept of partnerships and collaborative efforts. Statewide equity and access to technology and training are prime goals of the department. Through partnerships and collaborative efforts, these goals can be achieved. The department continues to seek ways to promote and foster partnerships and collaborative activities among all educational stakeholders. Through the following activities, the department will offer and support opportunities to coordinate the efforts of educational technology stakeholders as they seek to share effective and research-based practices and innovations in technology integration such as the following:

- Collaboratively plan and coordinate an annual educational technology leadership conference to include special activities for technology resource teachers. This will build on the foundation established by the annual Virginia Educational Technology Leadership Conference sponsored by the department. The conference offers an opportunity to coordinate the efforts of educational technology stakeholders as they seek to share effective and research-based practices and innovations in technology integration;
- Offer assistance and promote the educational technology training activities sponsored by local education agency regional consortia. Examples include: Consortium for Innovative Instruction (CII), Southwest Virginia Training Network, New Century Network, and Southside Consortium;
- Identify ways to expand the partnership established between the department and the Library of Virginia to increase access to online library resources by school divisions;
- Identify ways to enhance and increase existing collaborative and consortium arrangements with the Virginia Society for Technology in Education, Virginia Educational Media Association, Virginia's Public Television entities, and local school divisions;
- Increase the awareness and utilization of the Virginia Initiative for Technology and Administrative Leadership program by local administrators;
- Continue to participate in the WorldCom/MarcoPolo partnership to promote teacher training and the integration of web-based technology to enhance research-based classroom instruction and academic standards;
- Coordinate development of a state-pricing list for technology procurement contracts for use by all local and state institutions of higher education;
- Continue to maintain a relationship with the Virginia Educational Technology Advisory Committee;

- Collaborate with institutions of higher education to identify research-based methodology and technology innovations in K-12 teaching and learning, to identify staff development needs, and to identify effective strategies for teaching advanced levels of technology integration to teachers;
- Establish partnerships to identify and deliver effective technology training to assist teachers in helping students achieve high academic standards;
- Encourage collaboration with educational stakeholders to develop and/or coordinate staff development activities for K-12 administrators and coordinators of instructional technology related to the effective planning, management, and utilization of educational technology;
- Explore, establish, and support partnerships with educational technology stakeholders that focus on improving teaching and learning through integration of technology; and
- Partner with educational technology stakeholders to develop, implement, and evaluate pilot projects that specifically focus on closing the student achievement gap.

Promote parental and community participation in schools. (Title I)

The state will conduct several activities that promote parental and community participation in schools.

Statewide Title I Parent Consultation Committee. This committee encourages parents to be involved in schools as teachers of their children, volunteers, decision makers, and as monitors of their children's homework.

Virginia Compact for Reading and School-Home Links. This compact is a joint partnership of the USED, the National Association of State Directors of Title I, the International Reading Association, the National Association of Elementary School Principals, and the National Coalition of Title I/Chapter I Parents. The Compact for Reading and School-Home Links is an initiative to improve students' reading through parental and community involvement. This is a scientifically based research reading initiative designed for children from kindergarten through third grade. The Compact includes a written agreement among families, students, teachers, and community that describes how each partner can help improve the reading skills and achievement of Title I and other students.

Virginia Parent Information and Resource Center. The U.S. Department of Education has funded parent information and resource centers in 50 states and U.S. territories to help families and schools support children's learning. It is the mission of the Virginia Parent Information and Resource Center to assist parents in helping their children learn at higher standards. This organization collaborates with other federally funded state agencies to provide parents with skills to help student achievement. There are 19 Title I Parent Resource Centers within the state.

State and Regional Title I Parent Academies. These academies provide activities to help children at home and to provide parents with activities and strategies to increase their participation at school. The overall goal is to foster the development of a partnership among parents, schools, and communities to promote increased student achievement.

Regional Parent Involvement Institutes. These institutes showcase successful Title I parent involvement programs and strategies for parents, Title I Coordinators, and Title I Parental Involvement administrators.

Comprehensive Health Investment Project of Virginia (CHIP of Virginia.) This project is a statewide network of local programs that focus on children and families that face serious threats to a healthy future. Many activities are conducted to maximize parental involvement.

B.6. Briefly describe how State officials and staff will coordinate the various ESEA-funded programs and State-level activities the State administers, and how the State will coordinate with other organizations, such as business, IHEs, nonprofit organizations and other State agencies, and with other Federal programs (including those authorized by Individuals with Disabilities Education Act, the Perkins Vocational and Technical Education Act, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act).

The blueprint for education in Virginia is the Standards of Learning. The Standards of Learning define in clear, specific, measurable terms the knowledge and academic skills teachers are expected to teach and students are expected to learn in every grade, kindergarten through grade 12. All children, including those who receive services through ESEA-funded programs are expected to meet the same rigorous standards. Virginia's assessment and accountability systems, as described in B.1.a-g in this application, are required for every student at every grade. All schools, including those designated as Title I schools, are required to meet assessment and accountability requirements.

At the state level, offices and staff that implement ESEA-funded programs continue to be actively involved in the planning and implementation of various professional development and technical assistance activities statewide that support and assist local school divisions and schools to meet the Standards of Learning and Standards of Accreditation requirements. Collaboration and coordination across offices within the department are also essential to the development and implementation of numerous major programs targeted to specific student populations. Examples of coordination across programs include: (1) staff from several offices within the department formed a team to develop the Reading Excellence Act competitive grant application; (2) the statewide Advisory Council for the Homeless Education program includes staff from several offices; and (3) staff from numerous offices have worked very closely together to develop this consolidated application.

The programs listed below represent a sample of projects where on-going coordination across many offices within the department as well as external entities. Programs with an asterisk (*) are federally-funded and those without a designated symbol are state-funded.

- Reading First/Early Reading First (Formerly Reading Excellence Act Program)*
- Even Start*
- Early Intervention Reading Initiative
- Virginia Preschool Initiative
- Title II, Part A – Teacher and Principal Training and Recruiting Fund*
- K-3 Class Reduction Program
- Title I*
- Migrant Education*
- Training Modules for Teachers (Standards of Learning professional development)
- Special Education Programs*
- Homeless Education*
- Learn and Serve* (Receives federal funding from the Corporation for National and Community Service)
- Head Start*

The department frequently cooperates with other agencies, organizations, and offices to implement special projects and initiatives that support educational reform in Virginia. Staff from the department often serves as a member of another entity's board or council on a continual basis. Collaboration and coordination with other agencies, organizations, and office may also occur when teams or committees are formed to complete a special project or task. Listed below are some of the major offices, agencies, and organizations that the department coordinates with on a regular basis.

- Governor's Office
- Virginia General Assembly
- Virginia Association of School Superintendents
- Virginia Association of Federal Education Program Administrators
- Virginia Department of Social Services
- Virginia Department of Health, Mental Retardation, and Substance Abuse Services
- Virginia Department of Health
- Council on Child Day Care and Early Childhood
- Virginia Association of Secondary School Principals
- Virginia Association of Middle School Principals
- Virginia Association of Elementary School Principals
- Virginia School Boards Association
- Library of Virginia
- State and local museums
- Virginia State Reading Association
- Virginia Association of Supervision and Curriculum Development
- Institutions of Higher Education

- Volunteers of America
- Virginia State Police/DARE Program
- Appalachia Education Laboratory, Incorporated (AEL)

The department has established successful partnerships with the business community to support statewide educational reform activities. Listed below are some of the businesses that have been actively involved as partners.

- Wachovia Bank, Inc.: Wachovia Tutors for Success Program
- Virginia Public Television
- Luckstone Corporation: Preparation of a Standards of Learning science/geology kit.
- Virginia Automobile Dealers Association
- Automotive YES
- National Ready Mixed Concrete Association

B.7. Describe the strategies the State will use to determine, on a regular basis, whether LEAs, schools, and other subgrantees are making satisfactory progress in meeting State and local goals and desired program outcomes. In doing so, the SEA should also describe how it will use data it gathers from subgrantees on how well they are meeting State performance targets, and the actions the State will take to determine or revise interventions for any LEAs, schools, and other subgrantees that are not making substantial progress.

Annually, the following data will be analyzed for all students in the aggregate and for each subgroup identified in section 1111(b)(2)(C):

- Percentages of students scoring at least proficient on statewide assessments in English (reading/language arts) and mathematics;
- Graduation rate of secondary school students; and
- Absentee rate at the elementary school level.

Annually, the passing rates for students in each school (in the aggregate) on statewide assessments will continue to be used to determine the school's progress in maintaining or progressing toward full accreditation status, as described in the Standards of Accreditation found at <http://www.pen.k12.va.us/VDOE/Accountability/soafulltext.pdf>, p.37, and in section B.1.g. of this consolidated application. Special recognition will be given to schools meeting specific criteria described in the Standards of Accreditation at <http://www.pen.k12.va.us/VDOE/Accountability/soafulltext.pdf>, p.41, and in section B.1.g. of this consolidated application. Sanctions will be imposed upon schools meeting specific criteria described in the Standards of Accreditation at <http://www.pen.k12.va.us/VDOE/Accountability/soafulltext.pdf>, p.39, and in section B.1.g. of this consolidated application.

School-level and division-level data regarding student pass rates [in the aggregate and for each subgroup identified in section 1111(b)(2)(c)] on statewide assessments, graduation rates, and student performance on the “other academic indicator” at the elementary

school level will be analyzed to determine whether or not each school/school division in the state meets AYP targets for that year. Schools and school divisions not meeting AYP will be identified for school improvement or corrective action in a manner consistent with sections 1116(b) and 1116(c). In addition, schools and school divisions receiving Title I, Part A funding will receive sanctions in a manner consistent with sections 1116(b) and 1116(c), respectively, and as described in section B.1.g. of this consolidated application. Schools exceeding AYP will be identified for recognitions. In addition, schools receiving Title I, Part A funding will receive recognition in a manner consistent with section 1117(b) and as described in section B.1.g. of this consolidated application.

In addition to the previously described cross-cutting monitoring strategies and systems in B.3, the strategies listed below are used to determine whether local school divisions, schools, and other grantees are making satisfactory progress in meeting desired program outcomes.

TITLE I, PART A – IMPROVING BASIC PROGRAMS

Monitoring and evaluation systems for Title I Basic Programs that are in addition to cross-cutting strategies include:

- Statewide Title I Evaluation Data collected and reviewed annually;
- Title I Parent Compacts reviewed annually;
- Schoolwide achievement data collected and analyzed annually;
- Targeted Assistance and Schoolwide Plans reviewed annually;
- Local site visits to schools/classrooms, school divisions, and parent resource centers conducted periodically throughout the year; and
- Federal program monitoring data collected and analyzed annually for identified local school divisions scheduled on a five-year cycle.

TITLE I, PART B, SUBPART 3 – EVEN START

- An independent evaluator submits to the Virginia Department of Education a report for each Even Start program in Virginia using data submitted by the program and information collected during a site visit.
- The independent evaluator submits a statewide report in which data were combined across programs.
- Even Start programs in Virginia provide data on participants (e.g., date of birth, gender), families (i.e., household size, number of children under the age of 16 years, number of children under the age of 8 years), economic status (i.e., welfare status, employment status, and income level), parenting (i.e., *Parent and Child Relationships Checklist*) and education (i.e., TABE scores, GED achievement, grade promotion) and child development and learning (i.e., PPVT-III scores).
- Programs submit data during the program year. The focus is on changes in child and parent functioning over time, with gains between the two assessment periods serving as the primary source of evaluation findings.

- Enrollment and attendance data (i.e., hours and days) are submitted for parents and children from which duration and intensity figures are calculated. Data includes information provided by parents on the reading readiness and school performance of their five- to eight-year-old children as well as family literacy activities (e.g., possession of library card, use of library card, frequency of television watching by child).
- Site visits include interviews with the program coordinator, focus groups with staff and parents, and early childhood classroom observations. The interviews provide factual information about the programs and impressionistic data about the Even Start experience.
- Classroom observations include: early childhood education (ECE), infants, toddlers, and preschoolers.
- The Infant/Toddler Environment Rating Scale (ITERS) (Harms, Cryer, and Clifford, 1990) guides the observations of the infant/toddler classrooms.
- The Early Childhood Environment Rating Scale (ECERS-R) (Harms, Clifford, and Cryer, 1998) is used as a guide for observations.

TITLE I, PART C – EDUCATION OF MIGRATORY CHILDREN

The planning process of the Migrant Education Program relies on the use of data as the basis for monitoring local goals and desired program outcomes. In addition to the program Self-Assessment conducted through the Federal Program Monitoring process, the school divisions complete the Title I, Migrant Education Program Evaluation Report that document student achievement data and other relevant program information. Annually, program needs assessments are reviewed to ensure the plans for delivery of services are consistent with the state and goals outlined within the local application.

TITLE I, PART D – NEGLECTED, DELINQUENT, OR AT-RISK

Program specific strategies that monitor desired outcomes for Title I, Part D, and that are in addition to cross-cutting strategies used by the Department are:

- Title I Annual Evaluation;
- Annual Report of Children and Youth Who Are Delinquent or At-Risk Data Form; and
- Title I Specialist's Site Visits.

TITLE I, PART F – COMPREHENSIVE SCHOOL REFORM

Examples from the Comprehensive School Reform (CSR) Program are:

- Submission of monthly reports on implementation outcomes by the external facilitator;
- External facilitator reports aggregated and analyzed by the education consortium AEL for program improvement;
- Comprehensive self-study required at the end of each school year;
- Collection of academic test data from each program;

- Carryover application at the end of year one and year two required outlining changes or revisions to the program; and
- Mid-year monitoring and follow-up meetings held with all grant recipients.

TITLE II, PART A – TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND

School division applications will be reviewed to ensure that professional development activities are consistent with the local needs assessment and meet the requirements of the *No Child Left Behind Act*. The Department of Education will provide technical assistance in the development of professional development activities that align with the adequate yearly progress benchmarks.

To receive Title II, Part A, funds from the state, school divisions must submit a plan that addresses key issues, including a description of the professional development activities that will be made available to teachers, principals, and paraprofessionals. School divisions may use funds for one or more of the permitted activities listed.

- Providing professional development activities that improve the knowledge of teachers, principals, and paraprofessionals.
- Carrying out professional development activities to improve the quality of instruction to increase student achievement.
- Carrying out programs and activities to improve the quality of instructional leadership.
- Developing and implementing initiatives to assist schools in effectively recruiting and retaining highly qualified teachers, principals, and paraprofessionals.
- Hiring highly qualified teachers, including teachers who become highly qualified through state and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.
- Developing and implementing initiatives to promote retention of highly qualified teachers, principals and paraprofessionals, particularly within elementary and secondary schools with a high percentage of low-achieving students.
- Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths, such as paths to becoming a career teacher, mentor teacher, or an exemplary teacher.
- Carrying out programs and activities related to exemplary teachers.

Funds must be targeted for schools that have the lowest percentage of highly qualified teachers; have the highest average class size; or are identified for school improvement under Title I.

TITLE II, PART D – ENHANCED EDUCATION THROUGH TECHNOLOGY

The Technology Division of the department will institute a comprehensive plan of program monitoring and technical assistance to assure compliance with program goals. The Technology Division will develop and disseminate general criteria that school divisions can use to design their specific professional development and classroom integration strategies. These criteria will be part of the program application package that will be distributed to divisions.

Monitoring the implementation of these strategies, and the performance expectations that have been established for professional development and classroom integration, will allow the Technology Division to chart performance progress and provide technical assistance to those divisions that are not meeting targets.

School divisions will submit mid-year and year-end status reports to the department. These reports will contain information directly tied to the goals and objectives indicated in their applications as well as quantitative data indicating progress toward meeting milestones and yearly performance targets. Divisions that do not meet milestones will receive technical assistance by phone, electronic mail, Website, two-way video, satellite training, regional seminars and visitation. Depending upon the situation, technical assistance may consist of

- guidance and advisement in project planning, management, and implementation strategies;
- effective in-service instruction in overcoming institutional barriers;
- research on effective practices for professional development and classroom integration;
- examples of professional development and classroom integration activities in various disciplines;
- direct intervention to deliver professional development in the school division by the department;
- establishment of partnering arrangements-- division to division, regional or business/college to division; and
- providing K-12 models of effective practices of professional development and classroom integration

Divisions that do not meet yearly targets will receive similar technical assistance and be required to submit a plan detailing further strategies toward meeting performance goals prior to receiving additional funds. Divisions that fail to meet targets for two consecutive years will have a technical team visitation to review the program, make recommendations for improvement, and provide substantial on-site technical assistance and advisement.

TITLE III – LANGUAGE INSTRUCTION FOR LEP AND IMMIGRANT STUDENTS

The program-specific strategies that will be used to monitor whether desired program outcomes are being met for limited English proficient students will include a division-by-division and statewide analysis of the data that describe LEP student performance on (a) the annual assessment of English proficiency for LEP students; and (b) the Standards of Learning assessments in English, mathematics, science, and history and social science as described in B.1.j of this application.

TITLE IV, PART A – SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Specific strategies initiated by the Virginia Department of Education to monitor outcomes within the Safe and Drug-Free Schools and Communities Act Program include:

Grants Management Activities:

- Regional technical assistance workshops will be conducted for local program administrators to ensure that they understand purpose, authorized activities, and accountability requirements of NCLB.
- Reimbursement requests will be closely scrutinized. The process, already initiated, involves an assigned staff person thoroughly reviewing requests for reimbursement for possible discrepancies or questionable expenditures.
- Ongoing, timely telephone consultation and onsite consultation will be provided, as requested.

Performance Management Activities:

- Provide ongoing capacity-building through training workshops and assistance in implementation of programs grounded in scientifically-based research. These capacity-building activities build on services provided through the Virginia Effective Practices Project, established in 1998 to support comprehensive implementation of the original Principles of Effectiveness.
- Refine the state's current information and reporting system to function as a uniform management and reporting system set forth in Title IV, Part A, Section 4112 (c) (3).
- Specific performance indicators and levels of performance set forth in local school division applications will be monitored and linked to already-existing progress reporting requirements.

Data from the uniform management and reporting system and from school division applications and annual progress reports will be monitored and used to determine whether satisfactory progress is being made in meeting state and local performance targets. Any school division or other subgrantees not making satisfactory progress will be notified of problem areas and assisted in developing appropriate strategies to meet performance targets.

TITLE IV, PART B - 21st CENTURY COMMUNITY LEARNING CENTERS

Monitoring strategies will include annual review of the accreditation status of schools served by the program. Schools with the status “Provisionally Accredited” and “Accredited with Warning” (and the specific areas of warning) will be monitored to determine the rate of improvement.

Based upon the results of accreditation status review, technical assistance and training will be provided to program staff.

TITLE V PART A – INNOVATIVE PROGRAMS

Local site visits to schools, classrooms, and school divisions are conducted periodically throughout the year. Federal program monitoring data are collected and analyzed annually for identified local school divisions scheduled on a five-year cycle.

Beginning with enactment of NCLB, an annual report from local school divisions and the department will be collected, reviewed, and submitted to the U.S. Education Department as required by statute.

Funds set aside at the state level will be monitored monthly. An evaluation of each professional development activity implemented through use of state set-aside funds will be conducted.

TITLE VI, PART B - RURAL EDUCATION INITIATIVE

The Rural Education Initiative will be monitored through the following:

- Title I Annual Evaluation Report;
- Rural and Low-Income School Program Annual Report; and
- Site Visits by the Title I Specialist

<p style="text-align: center;">APPENDIX C: Key Programmatic and Fiscal Information</p>
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I. Key Program Requirements

C.1. Title I, Part B, Subpart 3 – Even Start Family Literacy

a. Describe how the SEA will use its indicators of program quality to monitor, evaluate, and improve its projects, and to decide whether to continue operating them.

- Annual evaluations will be conducted by local programs and reported to the department.
- The department will maintain longitudinal reports of progress by Even Start program. Analysis of reports will be conducted by department staff and discussed with local programs.
- Local data will be benchmarked with high-performing sites, and best practices will be identified in high-performing sites. These data will be used for program improvement.
- Local programs will be reviewed annually to ensure maintenance of quality standards related to student services. At any time the state may request that the local program develop an improvement plan to be submitted to the state. If the local program fails to show improvement after implementing the improvement plan for 12 months, the state may discontinue funding the program (at the close of the fiscal year).
- The department will provide annual training on the indicators of program quality and continuous improvement efforts.
- The department will provide an external evaluator to assist with program improvement.
- The department will design and implement a program of peer review, including peer visits to local sites, for continuous improvement.
- Follow up

b. Describe what constitutes sufficient program progress when the SEA makes continuation awards.

- In awarding subgrant funds to continue a program under this part for the second, third, or fourth year, the state educational agency shall review the progress of each eligible entity in meeting the objectives of the program referred to in section 1237 (c)(1)(A) and shall evaluate the program based on the indicators of program quality to be developed by the state.

c. Explain how the State's Even Start projects will provide assistance to low-income families participating in the program to help children in those families to achieve to the applicable State content and student achievement standards.

- Even Start programs will focus on the kindergarten Standards of Learning so that Even Start educators are aware of the expectations for performance at that level.
- Even Start programs will be provided guidance on appropriate preschool developmental content, which is currently being developed by the department to support the Standards of Learning.
- Adult education programs will focus on the attainment of the GED Certificate to enhance parents' ability to help their children with academic material and homework.
- Parent and Child Time (PACT) will include activities that support the Standards of Learning. Early childhood teachers will be encouraged to provide materials and training that will help parents know how to help children prepare for the kindergarten and first grade Standards of Learning.

C.2. Title I, Part C – Education of Migratory Children

a. Describe the process the State will use to develop, implement, and document a comprehensive needs assessment that identifies the special educational and related needs of migrant children.

The planning process in the Migrant Education Program (MEP) relies on the use of data as the basis for problem identification and solution for program monitoring, evaluation, and improvement. Through a comprehensive needs assessment that is conducted annually, identification of student and program needs helps to prioritize the services provided to migratory students in the state. The process used to conduct a comprehensive needs assessment for the MEP will encourage program accountability, promote student achievement, and improve delivery of services. The procedure used will be put into action in the following three phases: A plan for data collection will be established. Criteria for action, based on high-priority needs will be determined; and the plan for delivery of services will be executed. Data collection will include, but is not limited to: surveys, questionnaires, student achievement results, demographic information, and other relevant data. Collaboration at the state and local level ensures commitment and an all-inclusive basis for addressing continuous planning.

b. Describe the State's priorities for the use of migrant education program funds in order to meet the State's performance targets for indicators 1.1, 1.2, and 2.1 in Appendix A (as well as 1.4, 6.1, and 6.2 that expressly include migrant students), and how they relate to the State's assessment of needs for services.

The department will reserve one percent or less of grant funds allocated for state-level administration of the Migrant Education Program. Technical assistance activities will include, but are not limited to: professional development, identification and recruitment,

and student records transfer. Staff development is an integral part of the statewide comprehensive needs assessment and will continue to be provided for migrant educators and other personnel deemed appropriate. The MEP will focus on improving program needs assessments, increasing student English proficiency levels, and expanding the percentage of migratory students reaching proficiency level on the reading and math state assessments. Timely identification and recruitment of all eligible migratory students will be conducted to ensure delivery of services. Student records (health and academic) will be transferred both intrastate and interstate to provide continuity of an uninterrupted education.

- c. Describe how the State will determine the amount of any subgrants the State will award to local operating agencies, taking into account the numbers and needs of migratory children, the statutory priority for service in section 1304(d), and the availability of funds from other Federal, State, and local programs.**

Upon review and approval of a project application, the Director of Compensatory Programs and the Migrant Education specialist will determine the amount of each subgrant using the following criteria:

- Number of children to be served;
- Priority for services to ensure compliance with the statutory requirements in Section 1304 (d) is as follows:
 - eligible migratory children between the ages of 3-21 who have moved most recently (within 1 year) and who are failing, or are most at risk of failing to meet the state standards, or are out of school.
 - eligible migratory children between the ages of 3-21 who have moved infrequently (within 2-3 years) but are failing in school or are most at risk of failing to meet the state standards, or are out-of-school.
 - all eligible migratory students between the ages of 3-21 enrolled in school or are out-of-school.
 - all identified migratory students from birth to age two; and
 - other relevant criteria such as nature, scope, and cost of proposed project and the availability of other funds.

- d. Describe how the State will promote continuity of education and the interstate and intrastate coordination of services for migratory children.**

The Migrant Education Program (MEP) will continue to promote interstate and intrastate coordination of services through instruction, assessment, and records transfer. Due to the frequent moves of migratory students, the curriculum used within the local migrant programs are aligned with the Virginia Standards of Learning and are designed to reinforce the curricula of students' 'home base' state wherein they spend the majority of time. Migratory students will be included in statewide assessments and the MEP will continue its partnership with the Texas Migrant Interstate Program that allows MEP staff to administer and provide continuity in test preparation and administration so that migratory students may take the Texas Assessment of Academic Skills (TAAS) while

temporarily residing in Virginia. Project SMART (Summer Migrant Access Resources through Technology) is another instructional tool that supplements the curricula used within the local programs.

To help meet the needs of migratory students, the MEP will electronically exchange student education and health records which are maintained on the statewide database system through a partnership with Management Services for Education Data (MS/EdD). The timely transmission of these records will ensure delivery of student services. The MEP supports the toll-free Migrant Hotline telephone number that allows families to call and reach the nearest migrant education program. Parents are provided with this information upon enrollment in the program.

e. Describe the State's plan to evaluate the effectiveness of its migrant education program and projects.

The department is responsible for managing program monitoring, evaluation, and improvement of the Migrant Education Program (MEP). The goal is to raise the academic performance of all children in the state and to effect greater accountability for public education. The MEP will monitor all local projects according to the Virginia Federal Programs Monitoring System. The three-phase system encourages program accountability through a self-assessment document as well as analysis of other data regarding program improvement. An external team that may include the following will conduct Migrant Education Program reviews of the local school divisions annually: State Migrant Coordinator, Title I Specialist, Migrant Statewide Support Specialist, and local school division Migrant Coordinator.

C.3 Title I, Part D – Children and Youth Who Are Neglected, Delinquent, or At-Risk (N or D)

a. Describe the program goals, performance indicators, performance objectives, and data sources that the State has established for its use in assessing the effectiveness of the program in improving the academic and vocational and technical skills of students participating in the program.

Title I, Part D in Virginia serves children and youth who are delinquent and at-risk through a state project and a local project. The state N or D project is operated by the Virginia Department of Correctional Education, the state agency that provides a free and appropriate public education for children and youth who are incarcerated in state juvenile and adult institutions. The local N or D project is operated through 12 school divisions in the state that have the highest numbers and percentages of children reported in the delinquent child count.

Program Goals and Performance Indicators

Academic: Student achievement is the focus of all educational programming in the Commonwealth of Virginia. Therefore, children and youth who are delinquent and at-risk have the same state student academic achievement standards and state

academic content standards that all children are expected to meet. Schools that provide education for children who are delinquent and at-risk will have the same program goals and performance indicators that are required for all other schools in the commonwealth.

Vocational/Technical: Students in a coherent sequence of courses will attain 80 percent of the occupational/technical competencies on the industry-validated competency list provided by the state. Data is collected from each school division at the end of the school year. The data include a list of students completing the sequence of courses, those attaining the 80 percent criterion, and those who did not meet the criterion.

Performance Objectives:

- Children and youth who receive educational services through state or local delinquent programs will achieve proficiency in reading and mathematics as evidenced by their performance on Virginia's Standards of Learning Tests in accordance with the time frames in Virginia's Standards of Accreditation.
- Children and youth who receive educational services through state or local delinquent programs will successfully transition from institutionalization to further schooling or employment as evidenced by the number of children returning to public school, receiving grade promotions, completing high school, achieving GEDs, and obtaining employment based on annual reporting to the department. The transition process will be consistent with reenrollment plans required by 22.1-17.1 of the Code of Virginia and Board of Education regulations.
- Children and youth who are at-risk will stay in school and not drop out as evidenced by the number of children returning to public school, receiving grade promotions, and completing high school based on annual reporting to the department.
- Children and youth who are dropouts or who are returning to communities from correctional facilities or institutions will have a clearly defined support system that ensures their continued education as evidenced by a transition plan that details services and service agencies to be involved with the student.

Data Sources: Standards of Learning Tests, Standards of Accreditation, Report of Children and Youth Who Are Delinquent or At-Risk of Dropping Out of School Data Form, Title I Evaluations

b. Describe how the SEA is assisting projects funded under the program in facilitating the transition of children and youth from correctional facilities to locally operated programs.

- The department will continue to be represented on the board of the Department of Correctional Education.
- The department will continue to be represented on the Department of Correctional Education's Academic Advisory Council.

- The department will ensure that school divisions incorporate a plan of action in their regular Title I application that describes how schools will facilitate a smooth transition for children and youth who have been incarcerated and may be returning to community public schools. The transition process will be consistent with reenrollment plans required by 22.1-17.1 of the Code of Virginia and Board of Education regulations
- The department will provide support through the assignment of a Title I specialist to provide technical assistance and support to the Virginia Department of Correctional Education.

C.4. Title I, Part F – Comprehensive School Reform

- a. Describe the process the State educational agency will use to ensure that programs funded include and integrate all eleven required components of a comprehensive school reform program.**

Technical assistance is provided at four key times during the grant period.

- The application requires that the school address the 11 components, and the technical assistance provided during the application process trains the prospective applicant on how to include and integrate the eleven components.
- During the application review and selection period, applications are rated on how comprehensively the 11 components were integrated into the school reform program.
- Throughout the grant implementation period, continuous training is provided to successful applicants by the state and the AEL educational consortium on the integration of the 11 components.

All schools are required to complete a comprehensive self-study at the end of each academic year that includes all 11 required components and evaluates the effectiveness of program implementation and student achievement.

- b. Describe the percentage of schools that participate in the Comprehensive School Reform program (CSR) meeting or exceeding the proficient level of performance on State assessments in reading and mathematics.**

From Round 1 schools funded from July 1, 1998 to September 30, 2002, 38 percent of the schools, based on the Spring 2001 Standards of Learning tests, meet or exceed the proficient level of performance on state assessments in reading and mathematics. No data are yet available on Round II CSRD schools awarded grants beginning July 1, 2001.

C.5. Title II, Part A – Teacher and Principal Training and Recruiting Fund

- a. If not fully addressed in the State's response to the information on performance goals, indicators, and targets in Appendix A, describe the remainder of the State's annual measurable objectives under section 1119(a)(2).**

The Virginia Board of Education has established high academic standards and a program of accountability that measures each student against these standards. Higher expectations are clearly defined in the Standards of Learning for the core academic areas of English, mathematics, science, and history/social science. These rigorous standards, a result of broad-based involvement of the schools and community, are an essential element of the State's system of accountability. A statewide assessment program that measures the ability of students to reach levels of proficiency in the Standards of Learning has been developed.

The state Board of Education's role in education is to set expectations for student learning and achievement. The department provides guidance for the development and implementation of a systematic process to measure students' achievement in designated grade levels at key points in their educational careers. The Standards of Learning establish the benchmarks for achievement in the core academic subject areas and include needed computer/technology skills. The standards set reasonable targets for student learning and provide clear, concise expectations for what should be taught. These achievement benchmarks will be assessed annually to monitor the individual student and school progress.

Professional development activities (institutes and academies) will be provided at the local and state levels to support successful implementation of the ESEA Performance Goals and Virginia Standards of Learning. These activities will assist divisions and schools in developing teacher expertise needed to implement Virginia's Standards of Learning and to prepare all students to perform successfully on the various benchmark indicators of the Virginia Assessment System. The department has provided and will continue to provide guidelines wherein school divisions and schools may formulate collaborative professional development plans for implementing the Standards of Learning and to meet the requirements outlined in the *No Child Left Behind Act*. Statewide planning and professional development activities will be fully developed and implemented over the next five years to ensure that school divisions reach adequate yearly progress for all students.

- b. Describe how the SEA will hold local school divisions accountable both for (1) meeting the annual measurable objectives described in section 1119(a)(2) of the ESEA; and (2) ensuring that the professional development of the local school divisions offer their teachers and other instructional staff is consistent with the definition of "professional development" in section 9101(34).**

The department will provide directions and assistance in developing school divisions' professional development plans. Each school division will submit an annual application to the department, based on its needs assessment and the requirements of the ESEA legislation. The needs assessment shall be carried out with the involvement of teachers and administrators to ensure that the schools are meeting the established adequate yearly progress.

The content of each school division's application shall include a plan for professional development that focuses on teaching and learning in the academic areas with interdisciplinary training. The professional development plan shall address the following:

- the priorities for the current year identified in the needs assessment;
- an alignment of how the activities funded with Title II monies contribute to the division's overall efforts for educational improvement to meet established benchmarks;
- how the activities address and are coordinated with the needs of teachers in schools receiving assistance under Part A of Title I; and
- the intensity and duration of the activities and how the professional development will impact students' achievement.

C.6. Title II, Part D – Enhanced Education Through Technology

- a. Provide a brief summary of the SEA’s long-term strategies for improving student academic achievement, including technology literacy, through the effective use of technology in the classroom, and the capacity of teachers to integrate technology effectively into curricula and instruction.**

The Educational Technology Plan for Virginia is the blueprint for the collaborative development and implementation of technology in Virginia’s public schools. This plan serves as a framework for school divisions’ technology planning and is unique in its design in that it takes into account periodic changes in educational reform efforts stimulated by policy, legislative, and funding changes as well as technological advancements. The plan identifies long-term goals and objectives that promote academic improvement through the use of technology in teaching and learning. Collaborative strategies detail actions that provide the foundation to achieve those goals. The scope of this plan integrates student academic achievement in the core content areas, teacher preparation, and learning environments within the context of goals in five components of K-12 technology implementation: **connectivity, educational applications, professional development, integration, and accountability**. The goals for K-12 technology implementation in the commonwealth’s classrooms and schools are:

Connectivity

- Ensure that all public schools have access to integrated services across interoperable high-speed networks.
- Develop statewide K-12 networks that are sufficiently supported to ensure reliable, ongoing operations.
- Provide leadership and resources in technology procurement of current and emerging technologies.
- Ensure that statewide networks are secure and are used appropriately.

Educational Applications

- Continue to develop and expand state operated and/or sponsored Web-based applications, services, and resources.
- Improve teaching and learning through the use of networked educational applications.
- Provide leadership in the utilization of up-to-date distance/distributed learning technologies as well as to encourage utilization in schools and regional educational consortiums.

Professional Development

- Establish partnerships in identifying and delivering effective technology training to assist teachers in helping students achieve high academic standards.
- Provide coordination for grant programs and financial assistance initiatives that support educational technology implementation.
- Assist school divisions to help teachers use technology to help students achieve high academic standards by the establishment and maintenance of site-based technology utilization support systems.

Integration

- Improve teaching and learning through the use of technology.
- Improve statewide equity in the implementation of technology enhanced teaching and learning.

Accountability

- Assess the value that information technology (IT) adds to teaching and learning environments.
- Assess the value that information technology (IT) adds to decision support.
- Assess information technology (IT) fluency among students.
- Improve the accountability and systemic aspects of technology planning for educational technology stakeholders.

Current long-term strategies in the plan for improving student academic achievement and the capacity of teachers to integrate technology effectively into curricula and instruction include:

- Implementation of the Standards of Learning Web-based instruction, remedial and assessment initiative;
- Identification of effective models of technology integration professional development;
- Identification of a “technology readiness” profile, and implement a system to determine a school’s readiness to integrate technology into teaching and learning;

- Identification of effective practices as related to technology's role in achieving academic standards;
- Partnering with teacher training institutions to provide practical experiences in technology for pre-service teachers; and
- Promoting a consistent integration of technology at all grade levels in a variety of instructional settings.

b. Describe key activities that the SEA will conduct or sponsor with the funds it retains at the State level. These may include such activities as provision of distance learning in rigorous academic courses or curricula; the establishment or support of public-private initiatives for the acquisition of technology by high-need Local Education Agencies (LEA's); and the development of performance measurement systems to determine the effectiveness of educational technology programs.

The department joins with the United States Department of Education in its commitment to focus on student achievement, providing equipment for teachers, empowering parents, and informing decision makers as we work toward ensuring that every child receives a quality education. Each child and teacher will be assured that there is equal access to technology across the state. Stakeholders will be identified and enlisted to develop the technology utilization, and to eliminate the digital divide. Disparity between school divisions will be addressed in the department's activities. The department will also encourage the effective integration of technology resources and systems with teacher training and curriculum development based on effective practices.

The following are examples of activities that will be undertaken by the department:

Identify those schools that are "high-need" based on existing formulas:

- Assist schools in forming consortiums for the acquisition of technology resources and training.
- Encourage high-need schools to form partnerships with institutes of higher education, businesses, museums, libraries, and with other similar school divisions.
- Provide models and resources for identifying research-based professional growth activities.
- Make available appropriate hardware and high-speed connectivity through the Standards of Learning Web-based technology initiative.
- Provide technical assistance activities to assist in developing professional growth.
- Develop and implement a performance measurement system to determine the effectiveness of educational technology programs; especially teacher training for the integration of technology into instruction.
- Identify and develop models of effective practices to be shared among school divisions.
- Develop criteria and indicators for identifying effective technology integration.
- Review school division technology plans to ensure that the plan provides for increased access.
- Monitor expenditures to ensure that access is fully provided before funding can be used for other purposes.

- Create and develop architectural guidelines to ensure an enterprise architecture for schools in the state of Virginia.
- Collaborate with constituencies to provide remote access by students, parents, and teachers to online school information and curriculum resources.
- Provide funding and technical assistance for retrofitting or upgrading of school buildings and classrooms to accommodate technology.
- Create a profile of the entity's current technology status in order to provide specific technical assistance.
- Provide information concerning options for selecting an Internet service provider.
- Provide technical assistance in planning for the total cost of ownership.
- Provide funding and technical assistance for retrofitting or upgrading of school buildings and classrooms to accommodate technology.
- Create a profile of the entity's current technology status in order to provide specific technical assistance.
- Establish funding criteria that give priority to high need schools eligible for competitive grants funds.
- Evaluate technology plans to ensure that strategies to provide increased access are sound and feasible.

c. Provide a brief description of how –

- i. the SEA will ensure that students and teachers, particularly those in the schools of high-need LEAs, have increased access to technology, and**
- ii. The SEA will coordinate the application and award process for State discretionary grant and formula grant funds under this program.**

Accessibility to technology and technology resources varies widely in Virginia. This disparity occurs as the result of geographical location, population, economic issues, and community resources. Virginia's state technology plan consists of goals and targets to address the issue of disparity and to increase access for all schools to technology. They include:

- Ensuring that all public schools have access to integrated services across interoperable high-speed networks;
- Continuing to develop and expand state operated and/or sponsored web-based applications, services, and resources; and
- Providing teacher and student access to sufficient numbers of computers, software, and video resources as well as other technology related teaching and learning devices.

Additionally, state initiatives have provided and continue to provide funding for technology as a means to ensure that all schools have adequate infrastructure and Internet connections to facilitate the effective integration of technology into instruction. While standards for Internet access, infrastructure, and hardware have been established, the goals and targets of the state technology plan provide further direction in improving

student/ teacher access to adequate technology resources. Maintaining reliable access through appropriate maintenance and support is another issue addressed in Virginia's state technology plan and by members of the state Board of Education in their review of the Standards of Quality. Making technology resources available through remote access is also addressed in the technology plan as a means to assist students, parents, and teachers to more fully utilize technology outside of the regular school day. Many of the goals and targets of the Virginia state technology plan when implemented will ensure that students become proficient in reading and mathematics and sufficiently skilled to graduate from high school:

- Through statewide legislative initiatives, such as the Virginia Web-based Standards of Learning Technology Initiative, school divisions will receive assistance in developing a foundation-level of technology software and hardware; as well as the connectivity infrastructure to fully utilize technology resources for instruction, remediation, and assessment;
- Improved teaching and learning will result as efforts are made to identify, communicate, and implement technology-based teaching and learning resources that effectively support the Virginia Standards of Learning;
- Access to updated, automated library media resources promote student academic achievement; and
- Access to online technology resources for anywhere, anytime learning promotes and supports student achievement.

The creation of technology-rich learning environments will provide highly qualified teachers access to the resources they need to enhance instruction:

- Information regarding the use and integration of emerging technologies will be made available to K-12 stakeholders; and
- School divisions will be encouraged to establish partnerships with educational technology stakeholders to provide educators with access to up-to-date technology and online resources.

Special needs students and students requiring remediation will benefit from the availability of assistive technology and technology-based instructional alternatives for at-risk students.

The establishment of up-to-date Acceptable Use Policy guidelines, the communication of those guidelines to educational stakeholders, and the effective use of a network filtering solution will establish a safe learning environment for students. The protections provided by these measures also protect technology resources and maintain their availability to teacher and student use.

The department's Technology Division will be responsible for administering the Enhancing Education Through Technology (ED TECH) Program. The Technology Division will also coordinate program activities that involve other divisions within the department. The majority of funds from this program (minimum of 25 percent of formula funds and 100 percent of competitive funds) will be directed toward improving the quality and performance of Virginia teachers. Quality instruction is a major factor in students achieving academic success.

Eligible entities that want to participate in the ED TECH Program will be required to submit an application for funding. A single application will be made for five years of program funding.

The Office of Instructional Media and Training will award two types of grants: a formula grant and a competitive grant. Eligible entities may submit a combined proposal or separate proposals for each of the grants.

- A proposal for formula grant funding may be submitted by eligible entities (local educational entities that receive funds under Part A of Title I, consortiums that include a local Title I eligible entity as fiscal agent or an eligible intermediate service unit) and must include an updated local school division technology plan. The application will include plans for use of program funds (consistent with goals established in state and local educational technology plans) and assurance that at least 25 percent of funds will be used for professional development. Distribution will be made based on the number of students in poverty as indicated in the report provided yearly by USED. Each eligible entity shall receive an award of no less than \$100,000 over the five-year period of the grant. Funds will be allocated to eligible entities on an annual basis. The Technology Division will require eligible entities to file annual reports aggregating expenditures for compliance with goals established in state and local plans and percentage of funding used for teacher training. Subsequent year awards will be made only when entities are certified in compliance with these requirements.
- Eligible entities may submit a proposal for competitive grant funding that must include an updated local school division technology plan. The focus of the competitive grant program in Virginia is for high quality professional development that assists classroom teachers to integrate educational technology into instruction as a tool to enhance student achievement. Eligible entities will compete for funds based upon response to criteria established by the department. Evaluators will review proposals and rate applicant response to criteria to determine their competitive funding category. As with the formula program, grants will be for five-year duration with a \$100,000 minimum. This will ensure that grants are of sufficient size and duration to be effective. Grant amounts may be reduced for inability to reach accountability goals.

C.7. Title III, Part A – English Language Acquisition and Language Enhancement

- a. **Describe how the SEA will ensure that subgrantees use program funds only to carry out activities that reflect scientifically based research on the education of limited English proficient children while allowing those grantees flexibility (to the extent permitted under State law) to select and implement such activities in a manner that they determine best reflects local needs and circumstances.**

The department will ensure that subgrantees use program funds for activities that reflect scientifically based research on the education of limited English proficient children while allowing those grantees flexibility (to the extent permitted under state law) to select and implement such activities in a manner that they determine best reflects local needs and circumstances by:

- Requiring at least two research citations of the scientifically based research in support of each proposed activity in the proposal submitted to the SEA;
- Requiring a justification of why the LEA chose a particular approach, activity, or evaluation measure and how the choice best reflects local needs and circumstances;
- Requiring a description of how each activity will benefit LEP students and how that benefit will be evaluated and reported;
- Requiring a timeline that includes the activity, expected outcomes, evaluation measure, required personnel, and funding requirements;
- Convening a panel of the department's ESL specialist, associate director for foreign language and ESL, and one other qualified ESL professional to evaluate each activity in the proposal with regard to the following two questions:
 - Is the activity supported by scientifically based research on the education of LEP children?
 - Does the activity selected support local needs and circumstances?

- b. **Describe how the SEA will hold sub-grantees accountable for meeting all annual measurable achievement objectives for limited English proficient children and making adequate yearly progress for limited English proficient children.**

The department will hold subgrantees accountable for meeting all annual measurable English language proficiency objectives for limited English proficient children and making adequate yearly progress on the Standards of Learning assessments for limited English proficient children by:

- Requiring subgrantees to describe their plan and the assessment used to ensure that all LEP students (a) meet annual measurable English language proficiency objectives and (b) the adequate yearly progress targets on the Standards of

Learning assessments as defined by the state in accordance with federal guidelines; and

- Collecting and analyzing student performance data to determine the progress of LEP students in meeting (a) the English language proficiency objectives and (b) the adequate yearly progress requirements.

C.8. Title IV, Part A – Safe and Drug-Free Schools and Communities

- a. **Describe the key strategies in the State’s comprehensive plan for the use of funds by the SEA and the Governor of the State to provide safe, orderly, and drug-free schools and communities through programs and activities that –**
 - i. **complement and support activities of LEAs under section 4115(b) of the ESEA;**
 - ii. **comply with the principles of effectiveness under section 4115(a); and**
 - iii. **otherwise are in accordance with the purpose of Title IV, Part A.**

Collaboration – Strategies in this area build upon established collaborative relationships with the Governor’s Office and other state and local agencies and offices with leadership responsibilities for school safety, substance abuse, alcohol beverage control, and delinquency prevention, among others.

SDFSCA Strategy 1.1 – In collaboration with the Governor’s Office and other state agencies and offices with leadership responsibilities for substance abuse prevention and school safety, support local community efforts to engage in comprehensive, collaborative prevention planning to reduce youth drug use, violence, and related risk factors and to increase protective factors.

SDFSCA Strategy 1.2 – Establish a broadly representative group to provide advisory consultation on how local needs can most effectively be met through such activities as technical assistance and training, evaluation, program improvement services, and coordination activities for local educational agencies, community-based organizations, and other public and private entities, including parents.

Capacity Building – Strategies in this area will build capacity of Virginia’s school divisions and Governor’s program grantees to successfully put into practice SDFSCA principles of effectiveness through training, technical assistance, and increased access to high quality, practice-relevant information.

SDFSCA Strategy 2.1 – Provide to school divisions and Governor’s program grantees on a regular, ongoing basis training and technical assistance designed to strengthen their capacity to engage in practices consistent with SDFSCA principles of effectiveness.

SDFSCA Strategy 2.2 – Increase access to high quality, practice-relevant information for local school divisions, community-based organizations, and other public and private entities, including parents.

Use of Programs Grounded in Scientifically-Based Research - Strategies in this area are intended to increase the use in Virginia schools and communities of programs and practices that have been demonstrated to be effective. These strategies build on expectations already established by the department and the Governor’s office that SDFSCA-funding can be used only for programs grounded in scientifically-based research.

SDFSCA Strategy 3.1 – The department and the Governor’s office will review applications and proposals and monitor the local implementation of activities under SDFSCA in a manner designed to ensure that local school divisions, community-based organizations, other public entities, and private organizations select and implement programs grounded in scientifically-based research to address youth drug and violence prevention needs in their schools and communities.

C.9 Title VI, Part B, Subpart 2 – Rural and Low-Income School Program

- a. Describe how the State elects to make awards under the Rural and Low-Income School Program:**
 - i. by formula proportionate to the numbers of students in eligible districts;**
 - ii. competitively (please explain any priorities for the competition); or**
 - iii. by a State-designed formula that results in equal or greater assistance being awarded to school districts that serve higher concentrations of poor students.**

Forty-two school divisions have met the eligibility criteria for the Rural and Low-Income School Program grant. Virginia has elected to award grants to eligible school divisions in the following manner: (1) The Average Daily Attendance (ADA) number for each eligible local school division will be compiled for a state total. (2) Each local school division’s ADA number will be compiled to represent a percentage of the state’s total. (3) The local school division’s percentage will be used to determine its grant award. For example, if River County’s percentage is 2 and Virginia’s amount available to the local school divisions is \$4,250,000, River County’s grant would be 2 percent of \$4,250,000. This calculation would equate to an \$85,000 FY03 grant award for River County.

II. Key Fiscal Information

1. Consolidated Administrated Funds

- a. Does the SEA plan to consolidate State-level administrative funds? If yes, please provide information and analysis concerning Federal and other funding that demonstrate that Federal funds constitute less than half of the funds used to support the SEA. If yes, are there any programs whose funds are available for administration that the SEA will not consolidate?**

Virginia will consolidate state-level administrative funds in accordance with requirements in the statute. The total amount available for state-level administrative funds as indicated on the budget table in Attachment C is significantly less than half of the funds used to support the department. Federal funds constitute approximately 6 percent of the total department budget. The department may consolidate administrative funds from all of the programs listed in the budget table.

- b. Please describe your plans for any additional uses of funds.**

Use of funds for nonadministrative purposes for each program area are described in Appendix C, Part I and Part II, Section 3.

2. Transferability

Does the State plan to transfer non-administrative State-level ESEA funds under the provisions of the State and Local Transferability Act (sections 6121 and 6123 of the ESEA)? If so, please list the funds and the amounts and percentages to be transferred, the program from which funds are to be transferred, and the program to which funds are to be transferred.

Virginia plans to use the transferability provision in accordance with requirements of section 6123. Based on preliminary allocation information, the amount available for transfer is \$869,038. Transferability will not impede the implementation of activities described in Appendix C, Part I and Part II, for the five eligible programs

3. Program Specific Fiscal Information

- a. Title I, Part A – Improving Basic Programs Operated by LEAs.**
 - i. Identify the amount of the reservation in section 1003(a) for school improvement that the State will use for State-level activities and describe those activities.**

The department will reserve \$341,128 for school improvement state-level activities. Some of these activities will include providing school divisions and schools identified for improvement with high-quality professional development opportunities and technical

assistance. School divisions and schools will participate in scientifically based research strategies, programs, and models designed to improve student achievement.

- ii. For the 95 percent of the reservation in section 1003(a) that must be made available to LEAs, describe how the SEA will allocate funds to assist LEAs in complying with the school improvement, corrective action, and restructuring requirements of section 1116 and identify any SEA requirements for use of those funds.**

The state will allocate 95 percent of the funds reserved for school improvement directly to eligible school divisions based on a formula. Each eligible school division will receive an equitable per pupil amount based on the total number of schools identified for school improvement, correction action, and other requirements of section 1116.

- iii. Identify what part, if any, of the State administrative funds the SEA will use for assessment development under section 1004 of the ESEA, and describe how those funds will be used.**

The state may use up to 5 percent of the 10 percent set-aside for technical assistance for assessment development under section 1004.

- iv. Describe the State's procedures for distributing funds for schools to use for supplemental services under section 1116(e)(7), and identify the amount of funds those schools will receive.**

The state will distribute school improvement funds to eligible school divisions to be used for supplemental services as described in *i* and *ii* above.

- v. Describe how the State will use funds awarded under section 6113(b)(1) for the development and implementation of State assessments in accordance with section 6111(b)(1).**

The department will use funds awarded under section 6113(b)(1) to develop and implement state assessments to ensure compliance with annual testing provisions in grades 3 through 8 for all students.

b. Title I, Part B – Even Start Family Literacy

Identify the amount of the reservation under subsection 1233(a) that the State will use for each category of State-level activities listed in that section, and describe how the SEA will carry out those activities.

The budget chart (Attachment C) reflects the amount of Title I, Part B, funds to be reserved for state-level activities. The SEA will reserve 6 percent of the Even Start grant for administration. These funds will be used for salaries, employee benefits, supplies,

materials, a contract with an IHE for the state evaluation component, and staff development. The staff development activities will include intensive training for all new Even Start personnel, a fall meeting for directors and coordinators, and a spring institute for all Even Start personnel and partners.

c. Title I, Part C – Education of Migratory Children

Identify the amount of funds that the SEA will retain from its Migrant Education Program (MEP) allocation, under section 200.41 of the Title I regulations (34 CFR 200.41), to carry out administrative and program functions that are unique to the MEP, and describe how the SEA will use those funds.

The budget chart (Attachment C) indicates the amount of Title I, Part C, funds to be reserved for state-level activities. Funds will be used to provide technical assistance for local school divisions. Technical assistance activities will include, but are not limited to: professional development, identification and recruitment, and student records transfer.

d. Title I, Part D – Children and Youth Who are Neglected, Delinquent, or At-Risk

Describe how the funds reserved under section 1418 will be used for transition services for students leaving institutions for schools served by LEAs, or postsecondary institutions or vocational and technical training programs.

The budget chart (Attachment C) shows the amount of Title I, Part D, funds to be reserved for state-level activities. The Department of Correctional Education's Transition Program for incarcerated children and youth in state institutions facilitates successful movement from the state correctional center to re-entry into the community of origin and/or school of record. Transition services supplement guidance services by providing student follow-up over a six-month period after release and return to the community. Transition specialists link students to community resources, including the school, social services, probation and parole departments, vocational and technical training programs, employment, and other services as needed.

e. Title II, Part A – Teacher and Principal Training and Recruiting Fund

- i. Identify the amount of the State's total allocation for Title II, part A funds that would be reserved for administration and planning (administration) costs under section 2113(d) and the amount of those funds that would be provided to the SEA and State agency for higher education (SAHE), respectively. The total amount that a State may reserve for administration may not exceed 1 percent of the State's total allocation under Part A of Title II.**

- ii. **Describe how the State will use funds reserved for State activities described in section 2113(c) of the ESEA to meet the teacher professional development and paraprofessional requirements in section 1119.**

The budget chart (Attachment C) reflects the actual amount to be reserved for state-level activities. Refer to section B.5.b. for a list of ways that these funds will be used.

f. Title III, Part A – English Language Acquisition and Language Enhancement

In order that the Department may make FY 2002 State program allocations, provide the most recent data available on—

- i. **A total amount not to exceed 5 percent of the State's allotment may be reserved by the State under section 3111(b)(2) to carry out one or more of the following categories of State-level activities: professional development; planning, evaluation, administration, and interagency coordination; technical assistance; and providing recognition to subgrantees that have exceeded their annual measurable achievement objectives. Specify the percentage of the State's allotment that the State will reserve and the percentage of the reserved funds that the State will use for each of the categories of activities.**

Refer to the budget chart (Attachment C) for the amount of Title III, Part A funds to be reserved for state-level activities. Virginia will reserve 5 percent of the state's allotment. The department will use 86 percent of the reserve for planning, evaluation, administration, and interagency coordination. The remaining 14 percent will be used for professional development, interagency coordination, and providing recognition subgrantees that have exceeded their annual measurable achievement objectives.

- ii. **A total amount not to exceed 15 percent of the State's allotment must be reserved by the State under section 3114(d) 1) to award subgrants to eligible entities that have experienced a significant increase in the percentage or number of immigrant children and youth. Specify the percentage of the State's allotment that the State will reserve for these subgrants.**

The state will reserve 15 percent for these sub grants.

- iii. **The number of limited English proficient children in the State.**

As of September 30, 2001, there were 43,535 limited English proficient students in Virginia.

- iv. **The most recent data available on the number of immigrant children and youth in the State.**

As of September 30, 2001, there were 16,941 immigrant children and youth in Virginia.

- g. **Title IV, Part A, Subpart 1, Section 4112(a) – Safe and Drug Free Schools and Communities: Reservation of State Funds for the Governor**

- i. **The Governor may reserve up to 20 percent of the State’s allocation under this program to award competitive grants or contracts. Indicate the percentage of the State’s allocation that is to be reserved for the Governor’s program.**

The Virginia Governor’s Office for Substance Abuse Prevention will reserve the maximum 20 percent of the state’s allocation.

- ii. **The Governor may administer these funds directly or designate an appropriate State agency to receive the funds and administer this allocation. Provide the name of the entity designated to receive these funds, contact information for that entity (the name of the head of the designated agency, address, telephone number) and the “DUNS” number that should be used to award these funds.**

The Virginia Governor’s Office for Substance Abuse Prevention will continue to designate the Virginia Department of Education to receive and administer the Safe and Drug-Free Schools program.

Agency Head: Jo Lynne DeMary, Superintendent of Public Instruction
Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120
(804) 225-2023

DUNS/SSN: 809740129

- h. **Title IV, Part A, Subpart 2, Section 4126 – Safe and Drug -Free Schools and Communities: Community Service Grants**

Describe how funds will be used by the designated entity (ies) to develop and implement a community service program for suspended and expelled students.

In collaboration with the office of the Governor, the department will develop and formulate plans for awarding competitive community service grants to school divisions. The grants must be used for the purpose of carrying out programs where students

expelled or suspended from school are required to perform community service. A survey of existing community service programs among various state agencies will be conducted. Based on results of the survey, the department will invite agency representatives to take part in the statewide advisory committee. The advisory committee will review the RFP process. Grants will be awarded to local school divisions on a competitive basis.

i. Title V, Part A – Innovative Programs

- i. In accordance with section 5112(a)(1) of the ESEA, provide the SEA's formula for distributing program funds to LEAs. Include information on how the SEA will adjust its formula to provide higher per-pupil allocations to LEAs that have the greatest numbers or percentages of children whose education imposes a higher-than average cost per child.**

Virginia will distribute 85 percent of the Title V, Part A funds to school divisions based on the relative enrollments in public and participating private, nonprofit schools within the local attendance area. Higher per-pupil allocations will be made based on the number or percentage of children living in areas with high concentrations of economically disadvantaged families. For the purposes of the formula, such children will be defined as those eligible for Title I services who attend school in a school division where more than 12 percent of the student population meets poverty guidelines determined by the 1997 census.

ii. Identify the amount the State will reserve for State-level activities under section 5121, and describe those activities.

The budget chart (Attachment C) reflects the amount of Title V, Part A funds to be reserved for state-level activities. The department will use the maximum 15 percent allowed for state set-aside. The department will also use the maximum 15 percent of the amount set-aside for state-level administration of the Title V, Part A program. The remaining 85 percent of the state set-aside will be used for the continuation of statewide initiatives listed below. (The funding of additional initiatives will be based on final decisions regarding transferability of nonadministrative funds.)

- Training and technical assistance are offered to high priority Title I schools for long-range planning through two regionally-based Training and Technical Assistance Centers (T/TAC) located at Virginia Commonwealth University and Virginia Polytechnic Institute and State University.
- Personnel and nonpersonnel support for the implementation of statewide programs for at-risk students, prekindergarten through grade 12.
- Personnel and nonpersonnel support for the implementation of statewide programs for middle school students.

- Personnel and nonpersonnel support for the implementation of statewide teleproduction services that include processing orders for circulation and duplication to LEAs.

Appendix D: Assurances

Assurances/Certifications Required under No Child Left Behind Act

**General and Cross-Cutting Assurances (Title IX – General Provisions,
Part C Section 9304 (a))**

The state will maintain on file a single set of assurances (in the consolidated application) that provide that –

- (a) Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- (b.i.) Control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, or organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- (b.ii) The public agency, nonprofit private agency, institution, or organization, or Indian tribe, will administer those funds and property to the extent required by the authorizing law;
- (c) The state will adopt and use proper methods of administering each such program, including—
 - i. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
 - ii. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
 - iii. The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of the programs;
- (d) The state will cooperate in carrying out any evaluation or each such program conducted by or for the Secretary or other Federal officials;
- (e) The state will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the state under each such program;
- (f) The state will –
 - i. Make reports to the Secretary as may be necessary to enable the Secretary to perform the Secretary’s duties under each such program; and
 - ii. Maintain such record, provide such information to the Secretary, and afford such access to the records as the Secretary may find necessary to carry out the Secretary’s duties
- (g) The state afforded a reasonable opportunity for public comment on the plan or application and considered such comment.

ESEA Specific Assurances and Cross-Cutting Declaration

The state will comply with all requirements of the ESEA programs included in the consolidated application and maintain records of its compliance with each of those requirements.

The State Education Agency must have all appropriate assurances for Safe and Drug-Free Schools programs from the Governor on record.

Cross-Cutting Declaration: Certification of Compliance with Unsafe School Choice Option Requirements

The state certifies that it has established and implemented a statewide policy requiring that students attending persistently dangerous public elementary or secondary schools, as determined by the state, or who become victims of violent criminal offenses, as determined by state law, while in or on the grounds of public elementary or secondary schools that the students attend, be allowed to choose a different, safe public elementary or secondary school (which may include a public charter school) within the local educational agency. (Title IX – General Provisions, Subpart 2 – Other Provisions, Section 9532)

Name of Applicant:	Program:
Printed Name and Title of Authorized Representative of the State:	
Signature:	Date:

ATTACHMENT A

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

November 8, 1999

Honorable Paul D. Stapleton
Superintendent of Public Instruction
Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 1-3218-2120

I am pleased to inform you that, after careful consideration of recommendations by outside peer reviewers, the Department of Education has approved the standards performance evidence. This evidence demonstrates that Virginia has in place student performance standards in at least mathematics and reading language arts with at least three levels of proficiency required under Title I of the Elementary and Secondary Education Act.

If Virginia makes significant changes in the future that affect its consolidated plan, such as the adoption of different State content or student performance standards, new assessments, or a new definition of adequate progress, the updated information must be submitted to the Secretary.

If you have any questions or would like additional information on this collaborative process, please do not hesitate to contact Grace Ross or Hugh Walkup of my staff at (202) 260-0967.

Thank you for your prompt attention to these matters.

Sincerely,

Judith Johns
Acting Assistant Secretary

Cc: George Irby, Sr.

400 MARYLAND AVE.. S.W. WASHINGTON, D.C. 20202

Our mission is to ensure equal *access* to education and to promote educational excellence throughout the Nation.

ATTACHMENT B

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
THE ASSISTANT SECRETARY

January 18, 2001

Honorable Jo Lynne DeMary
Superintendent
Department of Education
James Monroe Building
Fourteenth and Franklin Streets
Richmond, Virginia 23128

Dear Commissioner DeMary:

It was a pleasure speaking with you about the outcome of the review of Virginia's final assessment system under the Title I requirements of the Elementary and Secondary Education Act. We appreciate the effort required to prepare for the review and hope that the process provides useful feedback that will support your State's efforts to monitor student progress toward challenging standards. I appreciate your cooperation in making the changes in your assessment system that were necessary to meet the requirements of Section 1111(b)(3) and 1116(a) of Title I. On the basis of those changes, I am pleased to provide full approval for Virginia's final assessment system.

As we discussed, external peer reviewers and U.S. Department of Education staff evaluated Virginia's submission and found it to be in substantial conformance with the Title I requirements. Based on conversations with your staff and follow-up documentation, Virginia will make the following changes for the 2000-2001 test administration to meet the requirements of Section 1111(b)(3) and 1116(a) of Title I.

- Virginia will include the results of all students, including limited English proficient students, in the State's system for measuring school progress under Title I for the 2000-2001 test administration.
- Virginia will include in its disaggregated State, district, and school level performance reports the achievement results for migrant students, disabled students compared to non-disabled students, and economically disadvantaged students compared to non-economically disadvantaged students where statistically sound.

Enclosed with this letter are detailed comments from the peer review team that evaluated Virginia's assessment documents. We hope this information will be useful to the Virginia Department of Education in its efforts to continue a high-quality, assessment system.

Please be aware that approval Virginia's assessment system for Title I is not a determination that the system complies with Federal civil rights requirements, including (Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Act . Finally, please remember that if significant changes are made to Virginia's assessment and/or accountability system, you must submit information about those changes to the Department as required by section 1111(e) of Title I.

Congratulations on a fully approved assessment system.

Sincerely,

Michael Cohen

ATTACHMENT C

CONSOLIDATED STATE PLANNING IN VIRGINIA
2002-2003 Distribution of Funds

FEDERAL PROGRAMS	2002-03 STATE ALLOCATIONS*		2002-03 STATE-LEVEL ACTIVITIES*					
	TOTAL ALLOCATIONS	LEA ALLOCATIONS	*TOTAL STATE SET ASIDES		**STATE-LEVEL ADMINISTRATIVE SET ASIDES		***TECHNICAL ASSISTANCE SET ASIDES	
			Percent of Set Aside	Amount of Set Aside	Percent of Set Aside	Amount of Set Aside	Percent of Set Aside	Amount of Set Aside
Title I, Part A	\$170,564,370	\$168,858,727	1%	\$1,705,643	90%	\$1,535,079	10%	\$170,564
Title I, Part B	\$3,717,557	\$3,494,504	6%	\$223,053	50%	\$112,526	50%	\$112,527
Title I, Part C	\$795,882	\$787,924	1%	\$7,958	0%	.00	100%	\$7,958
Title I, Part D	\$633,129	\$633,129	0%	.00	0%	.00	0%	.00
Title I, Part F	\$3,829,753	\$3,638,266	5%	\$191,487	0%	.00	100%	\$191,487
Title II, Part A (T)	\$51,853,746	\$49,261,059	2.5%	\$1,283,380	1%	***\$452,194	0%	.00
Title II, Part D (T)	\$10,150,156	\$9,642,648	5%	\$507,508	60%	\$304,505	40% (T) 50%	\$203,003 \$101,502
Title III, Part A	\$4,087,274	\$3,882,910	5%	\$204,364	86%	\$175,000	14%	\$29,364
Title IV, Part A (T)	\$7,122,373	\$6,623,807	7%	\$498,566	3%	\$213,671	4% (T) 50%	\$284,895 \$142,447
Title IV, Part B (T)	\$5,029,926	\$4,778,430	5%	\$251,496	2%	\$95,518	3% (T) 50%	\$143,352 \$71,676
Title V, Part A (T)	\$8,680,986	\$7,378,838	15%	\$1,302,148	15%	\$195,322	85% (T) 50%	\$1,106,826 \$553,413
Title VI, Part B	\$2,447,558	\$2,325,181	5%	\$122,377	3%	\$73,426	2%	\$48,951
TOTALS	\$268,912,710	\$261,305,423		\$6,297,980		\$3,157,241		\$2,298,927

COLUMN KEY:

Title I = Part A, Improving Basic Programs

Title I = Part B, Even Start

Title I = Part C, Migrant Education

Title I = Part D, Neglected or Delinquent

Title II = Part A, Teacher and Principal Training & Recruitment (T)

Title II = Part D, Enhancing Education Through Technology (T)

Title III = Part A, English Language Acquisition

Title IV = Part A, Safe and Drug-Free Schools & Communities (T)

Title IV = Part B, 21st Century Community Learning Centers (T)

Title V = Part A, Innovative Programs (T)

Title VI = Part B, Rural and Low-Income Program

* Funding Based on Current Estimates of 2002-03 Allocations

** Total State Set Asides = State Level Administration Set Asides
+ Technical Assistance Set Asides +
Transferability Set Asides

*** Excludes Higher Education Portion

(T) Programs Eligible for Transferability Provision (\$869,038)

Title I School Improvement (\$341,128.)